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## *The Foreign Language Teacher and the Curriculum\**

I AM not at all sure that what I have in mind to say is anything that you want to hear. It is not much different from what Hutchins and Kaulfers and Gerald Else have been saying.<sup>1</sup> I love foreign language study; I think such studies can produce the finest men and women there are: clear thinkers, intelligent, well informed, aware of the world, and warmly human in their dealings. I am not sure we attain this goal.

We are living (as you are tired of hearing) in a time of confusion—the world confusions of war and politics and class antagonisms; the social confusions of wealth and poverty, crime, and juvenile delinquency; confused concepts of government and of society; which all are reflected as in a mirror in the confusions of education:<sup>2</sup> confusions as to purposes and content and methods of education, the why and what and who and how long of education. We here cannot solve these problems for the nation or the world or even our own class rooms. But we must solve some of them at least for our own classes if our teaching is to be effective, if we as teachers are to be doing anything except put in time and cash our pay checks.

As foreign language teachers our confusions are even greater right now than those of most of our colleagues. Age-old tradition claims that the study of foreign languages is of high value in education. We believe that. During the war everybody believed it. The nation was full of schemes for improving our results. After the war thousands came running to us for the foreign language study they believed was useful. Now the pattern begins to reverse itself. Last year enrollments began to fall off. This year they have fallen off more sharply.<sup>3</sup> In many a school we are fighting to keep a hand-

\* A paper presented at the Fifty-eighth Annual Meeting of the Southern Wisconsin Education Association at Madison, February 11, 1949, at the Modern Language Section Meeting.

<sup>1</sup> Cf. Robert M. Hutchins, "Toward a Durable Society," *Fortune Magazine*, June 1943, 159; W. V. Kaulfers, *Modern Languages for Modern Schools*, New York, 1942; Gerald Else, "Credo for a Classicist," *School and Society*, May 1946, 331; G. E. Telfer, "Effective Citizenship and Foreign Language Study," *Modern Language Journal*, Dec. 1947, 494; M. McLuhan, "An Ancient Quarrel in Modern America," *Classical Journal*, Jan. 1946, 156; Fred B. Mullett, "Humanistic Education," *American Association of University Professors Bulletin*, Autumn 1948, 465; *et al.*

<sup>2</sup> Cf. Gordon L. Keyes, "Education, World Society, and Rome," *Classical Journal*, Oct. 1948, 35.

<sup>3</sup> Cf. V. L. Peacock, "Foreign Languages in Teacher Training Institutions," *Modern Language Journal*, March 1948, 216. At Milwaukee State Teachers College recent enrollments in all foreign language classes have been approximately: Sept. 1946—345; Sept. 1947—320; Sept. 1948—180; Feb. 1949—155.

hold, the recognition of the foreign languages as a study of value and usefulness, not a social accomplishment, to be added if and when the study of "useful things" leaves leisure for non-essentials.

Why so? If the thousands of young people we have taught in the past *have* experienced the values we know are attainable in foreign language study, they ought most of them to be powerful propagandists, influencing more thousands to experience those same values. As they step into positions in industry and commerce, in politics and especially education, they should be conscious of the values they experienced, and should be sending their children and the young people they counsel to us for those same values. As they become teachers, themselves, of mathematics, history, science, and social studies, as they become guidance counselors, principals, and superintendents, they should be aware of the values they experienced and putting foreign language study in a position of central prominence in every child's program.

And they don't do so. Obviously they are not aware of having experienced those values we know are there. If, having studied foreign languages, they haven't experienced the values, the fault is ours; or if they have experienced the values but are not aware of having done so, the fault is still ours. Perhaps we have not been crystal clear ourselves in recognizing just what those values are and working towards them. Perhaps under the pressure of time and changing fashions and competition for young people's interest we have been content with lower aims, more readily stated and implemented in our complex and hurried schools. That may be why principals and guidance officers say so often: "Foreign languages? yes, they are valuable and interesting. I enjoyed my German or Latin—But half our students lack the I. Q. for languages, and might better study business practices; nine-tenths will have no occasion to use languages in later life and might better study social problems and basic science; three-fourths will not be in school long enough to learn something that takes so much time to learn effectively, and might better study surveys of science and social studies and the arts and the problems of the present.

In mass education (they say) we must plan the curriculum to meet the needs of the majority, to turn out prospective citizens of a democratic nation in what we hope will be a democratic world—young people who have learned to make a decent living, honorably, to live and work together cooperatively, tolerantly, practically as well as idealistically, working for the good of all without prejudice, without greed, without personal failure, trying to eliminate crime, learning to think for themselves, to make decisions, to act on them, to make democratic institutions work. Most of them (they say) have no time to learn these things and also study foreign languages; and today (they say) these things are more important.

That's what they say. And the superintendents and principals may be



right. If, while studying foreign languages, they have not experienced the values that prospective citizens of this country must experience in this chaotic world, then they are right in counseling most students to enroll in classes in which they will experience those values—in surveys of science and social problems, if the values are there; reserving foreign language study as something interesting and valuable but not essential.

This—the training of responsible adults—must be a primary objective to which every high school class contributes. What are the values and aims to which we as foreign language teachers try to lead our students? 1. To learn the language, you say. Learn it how? As a spoken language, so as to converse easily with foreign nationals? As a reading skill, to read foreign newspapers, fiction, scholarly materials? As a literary language, to read the great literature of a foreign nation? Certainly one or all three is a primary aim of our work; but just as certainly this skill, if this is all there is, is not really essential in our chaotic world, at least for the nine-tenths. We have to be honest about it.

2. But, you say, foreign language study is essential if students are to know their own language. One can't know English, really, unless one knows a foreign language. One can't get a perspective on his own language unless he can stand away from it, as one stands at a distance to see a mountain. You can't really know word meanings, sentence structure, phrase groupings, idiom, unless you can study them in comparison with the words and idiom of a foreign tongue. Language (you say) is the universal means of expressing ideas; and since language is nothing but a system of conventional symbols, we must learn sensitivity to the infinite number and variety and combinations of the symbols if we are to express and understand ideas. And in this world, you say, it is necessary to understand ideas. Only by studying a foreign language can we develop sensitivity to the meanings and nuances of our own tongue.

That of course is true. I agree. And of course that is a primary aim in foreign language classes. But I am compelled to question whether it by itself is a value of sufficient immediacy in this chaotic world to force counselors to enroll the nine-tenths of their students in our classes. This value makes the study of foreign language a tool only, a means for learning something else, something, we hope, of positive value. Two to four years on the tool instead of the substance? Furthermore, I must contradict you; look around you in any crowded department store. One can learn a good deal of English fairly well without studying a foreign language; millions of people do get along. Our young people are terribly pressed for time. Most of them, in business and industry and politics, much as they really need it, will not greatly feel the lack of that fine sensitivity to words and idiom. Current clichés will see them through their needs; we have to be honest about it.

3. Have we no other values to offer? no positive content with which to

fill the form? no real substance on which to use the tool? Of course, you tell me, and I can hear your scorn, we teach the civilizations and the literatures. What do you think these literatures are? They're among the great literatures of the world, dealing with the enduring universal problems—Rilke and Molière and Goethe and Cervantes and St.-Exupéry and Horace: life and death and immortality and the shams and superficialities and verities of living; Plato and Montaigne and Rousseau: the meaning of political and social organization, wealth and poverty, the dignity of man and the glory of his destiny. We teach, you say, the civilization of France and Germany, Spain and South America, the heritage of our own people and the ways of our neighbor nations, how they live and think, the ideals they live by, international and interracial tolerance, personal decency and simple human kindness: the only possible foundations for a peaceful and harmonious world. Our nationals must understand how other nationals think. In the foreign language classes we enter the very thoughts of a foreign culture. We break down insularity. We see ourselves as one culture among many.

Now you are getting somewhere. If we really are teaching these things, and if our students are really learning them, and know they are learning them from us and can't learn them so well from any other source, then the counselors dare not withhold these values from the students they counsel, but must send them flocking into our classes and must organize the curriculum to make it possible to do so.

But that isn't happening. Are we really teaching these things? What about first year French or German?—Well, you say, there the students have to get their basic skill in the language.—What reading material do they practice on, to get that basic skill?—It varies, you say; whatever is in the text books; pages about geography and national customs, about European ways of living, anecdotes and brief stories, simple bits of history and fiction, pages of small talk, like buying clothes and cigarets and railroad tickets, or renting a hotel room and ordering meals. Good enough, as far as it goes. One can't accomplish too much in five periods a week for a school year.

What about second year? More of the same, and much more fiction and drama: *La Dernière Classe* and *Maria Stuart*. After all, you say, the greatest works of literature can't be read easily until the students have some skill, the third or fourth year or so. Ah—and what percentage of our students enroll in third or fourth year, and experience this positive value? "There's the rub."

And another thing—In recent years the nation has grown "Great Books conscious." Great Books groups have sprung up here and there and everywhere. The clerk, the railway conductor, the librarian, read these books, in English of course, and out of their personal experiences argue about the ideas that strike them. Oh, they miss a lot, the Great Books readers, they

misunderstand words and misinterpret whole passages and often fail to grasp the importance of the historical background; they talk about the ideas in the light of American life in 1949. They don't study as our students do, a few books a semester, vocabulary and grammar tests, literary criticism and research papers on the author and his purpose. No, they are necessarily superficial. But are our students much less superficial? The Great Books readers argue about the ideas as if they meant something in America in 1949. Do our students do the same, only more so, because their opportunity is greater? If the books our students read are really of value, if the ideas are really timeless and universal, that is exactly what our students must do, so that the ideas will become active ingredients in their own lives, not something finished and put away on a shelf. These Great Books readers, most of them, don't know the languages in which many of the books were written, but they do make the acquaintance of some of the ideas, they do experience those ideas as living forces. Why should our first and second year students get less? Why even need one learn a foreign language at all when one can read these books in English? Let's face it.

But, you say, these books have far more meaning when read in the language they were written in. Yes, if they are read, and read for the sake of that meaning, if the meaning becomes an active force in forming the ideas of the reader, in Wisconsin 1949. But I at least have to work very hard indeed to ensure that elementary students recognize and assimilate the ideas they read in a foreign tongue. They are concentrating so hard on the language that they miss the meaning of the ideas. Why, they have very hazy ideas even of what they read in English. Of course that's the point. They are not very literate, and we foreign language teachers are trying to help them grow more literate.

Our problem takes shape as the two horns of a dilemma. In the limited time of a school course, should we teach our students to know the language thoroughly and basically, written or spoken? Or should we teach them the ideas embodied in the literatures and stimulate them to make those ideas part of the pattern of their own lives? If we choose the first alternative and abandon the second, we die, curricularly speaking, because of the sterility of merely learning a language that probably won't be used much after they leave our classes. If we choose the second and abandon the first, we die just as surely, because the books can be read, as most foreign books must be read any way, in English translations, and the language teaching becomes unnecessary. That's putting the argument as strongly as I know how.

Let's be practical and objective. If you personally were charged with constructing a curriculum for your school, what would you do? Forget that we are language teachers and let's consider the problem. Forget the college preparatory course, too, for three-fourths of our students won't go beyond high school. Four years; four subjects a year; and all the extra-curriculars:

sports, music, dramatics, social affairs, clubs, etc. In what sixteen classes will you enroll the bulk of the students?

Well, we can't answer that without defining the objectives of the high school course. I believe they are these:

1. to educate for personal and social integrity
2. to educate for responsible and adaptable<sup>4</sup> citizenship, in America in the world of the present and future
3. to educate for personal, but not selfish, satisfaction in the richness and fullness of life
4. to educate for vocational competency.

All this is valid, yes, but remote. Let's be specific. Within reason, we want our students:

1. to have integrity in personal, social, and political living, and human considerateness
2. to understand the physical and biological world and man's place in it
3. to understand the political and social organization of our country, in relation to other countries and its own problems
4. to be literate; that is, to have an interest in these things and the expression of them in literature and the arts that will continue after they leave school
5. to have the capacity and will to think logically and make decisions and act on them
6. to develop their individual capacities so as to make their own fullest contribution to the world's work
7. to have the capacity to express ideas adequately.

That means: to have 1. broad factual knowledge, 2. trained intelligence, 3. disciplined will, 4. integrity and human sympathy, and 5. well developed skills.

Well—in terms of school subjects, can we translate these objectives into a curriculum? Students must study:

1. English, speech, and foreign languages, for skill in speaking and writing; and English and foreign literatures, for knowledge and understanding of the world and its people
2. sciences and mathematics, the more the better, for understanding the physical world
3. history and social sciences, for understanding man's relation to man, and the institutions and problems of today
4. the arts: music, drama, speech, painting, literature, etc., the more the better, for more adequate understanding of man and his life
5. typing and other useful skills
6. and of course health education.

<sup>4</sup> I owe the word in this context to Gordon Keyes, *loc. cit.*

Try to distribute these into sixteen classes. Every one has a valid claim to a place in the curriculum, but only if it really tends to meet the general objectives of adequate expression, logical thinking, integrity, and self-development, as well as those of understanding the physical and human world, developing interests that will continue after school days, and acquiring some basic skills. Half a student's time might go to learning to *know* the world—science and mathematics, history and social studies; half might be divided between learning to *express* what he knows—skills and arts, speech, writing, music—and learning to *understand* what he knows—through literature and the arts. Within the scheme must be flexibility enough to allow for the development of personal interests and capacities, to let each student study more than the minimum in certain chosen subjects.

I've tried many times to construct a basic curriculum and can't. We might suggest two years each for 1. science and mathematics, 2. history and social subjects, 3. skills of speech, foreign language, typing, etc., 4. literature and the arts. That's eight of the sixteen classes. The other eight classes might be distributed among the four fields according to the student's interest and capacity.

In so large a picture of the curriculum, the foreign languages (like every other subject) look smaller than we perhaps would like. They have their place among the basic eight classes only at the expense of English and the arts. Their function is to strengthen the skills and understandings that are also learned from English, literature, and the arts. Only if the language classes teach young people to understand the world and man's place in it, to understand the problems of personal and national life, to think, and to have integrity—and teach these better, more thoroughly, more economically than other school subjects—only then can the languages have a strong position in the curriculum. That is why the two horns of our dilemma are so very sharp.

I have been interested recently in articles on the evaluation and improvement of instruction.<sup>6</sup> They come in all types, colors, sizes. They are very revealing. What do administrators expect in a good teacher? What do they look for in evaluating a teacher's work for promotion or salary increases? What do students look for in their teachers? The rating scales and

<sup>6</sup> Cf. E. C. McDonagh, "Let's Grade the Professors," *American Association of University Professors Bulletin*, Feb. 1944, 83; H. E. Bosley, "The Administration of Faculty Personnel in State Teachers Colleges," *American Association of Teachers Colleges Bulletin*, Oneonta, N. Y., 1946, 31; L. D. Reid, "How to Improve Classroom Lectures," *American Association of University Professors Bulletin*, Autumn, 1948, 576; Reports from the Teacher-Education Workshop held at University of Minnesota, Summer, 1948; C. D. Jayne, C. R. Von Eschen, R. E. Gotham, A. G. Hellfritzsch, A. S. Barr, "The Measurement of Teaching Ability," *Journal of Experimental Education*, Dec. 1945; Alice Miel, ed., "Better Teachers for Children Through Better Teacher Evaluation," *Teachers College Record*, Nov. 1948, 92; P. C. Weaver, "Evaluation and Improvement of Teaching in Service," *Current Trends in Higher Education*, Department of Higher Education, N.E.A., 1948, 128.



questionnaires vary greatly, but most of them include, somehow, the four categories of knowledge, skill, wisdom and integrity, and general usefulness. Knowledge: the teacher's knowledge and habits of study; i.e., previous preparation and continuing growth in his own subject; careful daily preparation; breadth of interests out of which come refreshing streams to water the garden of special knowledge; productivity in scholarship. Skill: the teacher's professional skill in stimulating students to learn, to want to learn; in organizing materials and developing good ways of teaching; whether methodical or haphazard, whether clear or confused, whether varied or repetitious, whether inspiring or not. Wisdom and integrity: the teacher's personal traits, character, and relations with students and colleagues; personal and professional ethics, courtesy, tolerance, industry, willingness and capacity and good judgement in counseling students, supervising activities, maintaining good professional attitudes. General usefulness: the teacher's usefulness in the administrative organization, both in displaying vision and initiative and in carrying on routine activities.

The teacher's knowledge, professional skill, and human relationships must be on a high level. They constitute three-fourths or four-fifths of every rating scale. But professional skill cannot rank high unless the teacher knows crystal clear his aim in every class, unless he sets his aims high and has the will to reach them and the human qualities to make them respected.

Admittedly the rating scales are not of great value. Few things are so difficult as to assess the worth of a teacher. It's intangible. The same circumstances may be favorable in their effect on one student, unfavorable on another. The immediate effect may be negative and the ultimate effect one of lasting influence, or vice versa. The teaching of factual knowledge may be successful, while the development of wisdom, thoughtfulness, integrity, is lacking or even vicious, or vice versa. And yet some judgment of a teacher's abilities must be made, some assessment of his influence on students, of his success in reaching the goals of education, if education is to be guided and improved.

We come back inevitably to the goals and purposes of education, those remote, intangible, unmeasurable principles and ideals toward which we want our students to strive, by which we want them to live, toward which we influence them by precept and example, by study and thought and discussion, by getting them to identify themselves imaginatively with many people in many varied circumstances, by the creative act of living the life—for a few hours—of someone else, through literature, seeing as he sees, understanding as he understands, thinking as he thinks, seeking the ideals he seeks, feeling the limitations that he feels, solving his problems, experiencing his exultation and his frustration, born in his circumstances and dying his death. This experience is the real experience of literature; and

by this experience, under our guidance, our students live vicariously the lives of other men, and gain that understanding of man in his relations with other men which is one of the ultimate goals of education.

This is a machine age, but machines cannot give wisdom. It is an age of efficiency experts, but they cannot give one an understanding of man. It is a chaotic age, when vast and vaster accumulations of knowledge and thought are boiling in the cauldron, dancing in the hopper, like the atoms in the universe of Lucretius, rushing, striking, bouncing, entangling themselves, separating, haphazard, undirected, aimless, yet eventuating in something with *being*, some thing that can persist and reproduce its kind.<sup>6</sup>

Our young people, and we too, need direction in this chaos. We can't find our way unless we know where we want to go. We can't follow a road until we have chosen a road to follow. Not even the efficiency experts can. We can't construct a curriculum nor evaluate teaching methods until we have set the goals of education. What I stated as goals are not quite what our schools are really working for. The undisciplined materialism of our day, with its sad story of crime and greed and juvenile delinquency, is sufficient indication that the goals the schools are really working for (no matter what they say) are not rightly chosen. We can't determine the effectiveness of school subjects for education until we have determined the effect desired. Surely the effects we see around us are not the ones we desire.

Well, I have talked enough. May I repeat my creed? I believe in education for personal and social integrity, for richness and fullness of life, for responsible and adaptable citizenship, for competency in contributing to the world's work. I believe that the highway toward this goal runs through the hill country of knowledge, the valleys of general competency, the steep ascents of skills, and the high peaks of wisdom and integrity.

And what curriculum, what exercise ground, gives training for this journey? My creed: I believe in broad factual knowledge of the physical and human world, but selective, for no one can know it all; I believe in well developed skills, in trained intelligence, in disciplined will, and in—not sentimentality—but decent human sympathy and integrity. I believe we must follow the Noble Four-fold Path:<sup>7</sup> the sciences and mathematics, the social studies and history, the useful skills, and the creative arts; and not least of these the creative arts.

I believe the Noble Four-fold Path is noble only as we ennoble it. Wisdom and integrity are not the subject-matter of any one school course, knowledge is not confined within the walls of any one class room. I cannot belittle<sup>8</sup> any school subject, neither can I exalt any one unduly at the expense of all the rest. And yet the creative arts *are* the greatest of teachers, and litera-

<sup>6</sup> Tennyson, "Lucretius," *The Works of Tennyson*, Macmillan (New York) 1911, 156.

<sup>7</sup> It is as important for us as Gautama's Noble Eight-fold Path for followers of the Buddha.

<sup>8</sup> Do you know the delightful word *floccinaucinihilipilificate*?



ture is the most useful of the creative arts, can express the greatest number and variety of ideas in ways best understandable by the largest numbers of people. The sciences and social studies survey and summarize knowledge, they teach *about* man and the world. Literature *creates* man and the world, invites the reader to participate in the creation, to learn about man and the world by becoming that which he reads about, by living countless lives, having countless experiences, enduring countless deaths and—perhaps—resurrections.<sup>9</sup>

We school-men forget. In our busywork, of making surveys and summaries, in our pressing haste to compass all knowledge in five periods a week, we forget that vital knowledge is creative knowledge. The summary only gives it order. Creative knowledge requires time to experience, to learn, to sit down and ponder and feel.

Back to my creed: I believe that the literatures are the great teachers of human wisdom and integrity.<sup>10</sup> I believe that class room teachers are the portals through which students may enter their domain. But they have to be *good* teachers.

And that is *our* job—ours, the foreign language teachers—to teach knowledge of man and his world through the creative act of studying a foreign literature (but we must really teach those things), to teach wisdom and integrity and human sympathy *through* the foreign languages. It's not our job alone, but ours in company with the others. We have to be superlative teachers, because our opportunity is greatest. It makes no difference whether the class is Latin or Russian or Spanish or Siamese, the first day of high school or the day before a doctoral examination, our job is to help our students to learn ideas and attitudes, not words (or perhaps through words), to live vicariously the literature they read, to be all men and all things and so to see their own lives in true colors and true perspective; to take one more step on the road toward wisdom.

I haven't solved the problem of the foreign languages in the curriculum. What I have said may sound discouraging, as if I were abdicating. I'm not. I'm trying to see the picture of the curriculum as a whole, objectively. I *know* there are no finer people—as people and as citizens—than those who have really experienced the great literatures. Yet somewhere there is a slip. We have let the principals and superintendents imagine that the foreign languages are primarily a *tool*. In reality they are the vehicle in which are carried the wisdom and understanding by which the finest people are developed. We have seen the curriculum remade and remade chameleon-like, until it has become largely a series of surveys, and a foreign language cannot be studied as a "survey"; neither can young people learn human

<sup>9</sup> M. J. Adler, *How to Read a Book*, New York, 1940.

<sup>10</sup> This is pretty close to Hutchins' phrase "virtue and intelligence," *loc. cit.*

understanding by "surveys." The individual must experience real living, expanded thousandfold by literature, the details of living, its crises and glories, and must ponder the experience, if he is to learn wisdom.

We foreign language teachers dare not be average teachers; we must be the best, in our teaching and in our living; we must never be content with teaching language as a tool, but always only with the substance of what is read as a means for educating our students in wisdom.

The curriculum is crowded far beyond its capacity. The aim of education is to develop fine people, fine citizens. Every school subject that is ineffective in reaching toward this goal must go. If the principals imagine that the foreign languages are ineffective for such education, we must show them, by our lives as well as our teaching, that they are wrong—for they are; and we must scrutinize our own work day by day to make sure that we have not missed our opportunity. To understand the voices from far and near, to identify oneself with their thoughts and ideals, to learn and to live by "virtue and intelligence," that is the education we can and must give our students—and do it better than any of the others. The world needs virtue and intelligence—oh how it needs them. And we have the opportunity, in every class, to teach just that.

And we need to be smart about it—to let our colleagues and our students know where they are learning their lessons of virtue and intelligence.

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# Notes on Recent Bibliography of Italian Fiction

## THE NOVEL

### CORRADO ALVARO

BERGIN, THOMAS. Corrado Alvaro: *L'età breve* (The Short-lived Age). *Books Abroad*, XXII (Spring, 1948), 155-156.

Links this novel, published in 1946, to the preceding work *L'uomo forte* (The Strong Man) that appeared before the war in 1938. Both books show the same strength and content.

PAMPOLONI, GENO. Corrado Alvaro. *Belfagor*, III (January, 1948), 60-64.

In his novels Alvaro is typically representative of the modern man, who is doomed never to know peace, at war with himself and the world, restless and unsatisfied. The article contains comparisons, very sensitively felt and beautifully expressed, between Alvaro and Verga and D'Annunzio with the purpose of setting out the personal characteristics of Alvaro's temperament and art.

### RICCARDO BACCHELLI

AVANZI, GIANNETTO. Bacchelli. *Italia che scrive*, XXXI (February, 1948), 46.

We are informed in a note that Marino Parenti has undertaken the publication of a complete bibliography of Riccardo Bacchelli.

PAMPOLONI, GENO. Riccardo Bacchelli: *Lo sguardo di Gesù* (The Glance of Jesus). *Belfagor*, III (July, 1948), 494.

POGGIOLI, RENATO. Bacchelli. *Italica*, XXV (June, 1948), 164-166.

Bacchelli presented through *Il Diavolo al Pontelungo* (The Devil at Pontelungo) and his latest novel in three parts *Il Mulino del Po* (The Mill of the Po River).

VARESE, CLAUDIO. Critica letteraria (Literary Criticism) *Nuova Antologia*, LXXXIII (August, 1948), 424-427.

A discussion of the fourth series of Scrittori d'oggi (Authors of Today) by this well-known critic. The book contains critical essays on Bruno Cicognani, Riccardo Bacchelli, Carlo Rosselli and Carlo Levi. The article deals also with a book by Antonio Baldini, a well-known humorist, of the title *Fine Ottocento* (End of the XIXth century), a book of reminiscences and keen analysis of that time.

### GIUSEPPE BERTO

PAMPOLONI, GENO. Berto, Giuseppe: *Il cielo è rosso* (The Sky is Red). *Belfagor*, III (January, 1948), 124. A brief mention of the novel, that has had an English translation.

FRENCH, REGINALD FOSTER. Bread and Books in Italy. *Books Abroad*, XIII (Autumn, 1948), 357-358.

Singles out the section of Italian fiction which has grown out of the war and is characterized by the reflection over the hunger and fear experienced during the years of the Second World War. Studies briefly but penetratingly the works of Del Buono, Piovene, Vittorini, Berto, and Pratolini.

## UGO BETTI

SANTONI, RUGIU. Ugo Betti: *La pietra alta* (The Lofty Stone) *Italia che scrive*, XXXI (July, 1948), 129.

The reviewer links this novel with the dramatic works of Betti, one of the best-known poets of today, who in his prose works dwells on the effect that sudden events, such as a landslide or the falling of a huge stone, have on the psychology of ordinary people.

## MASSIMO BONTEMPELLI

CANTARELLA, MICHELE. Massimo Bontempelli: *L'acqua* (The Water). *Books Abroad*, XXII (Spring, 1948), 157.

Continues the characteristics of the Novecento movement established by Bontempelli long before the Second World War.

## VIRGILIO BROCCHI

VANI, MARIO. Virgilio Brocchi: *Gagliarda* (Gagliarda). *Italia che scrive*, XXXI (February, 1948), 30.

The reviewer stresses the psychological element in this new novel by this prolific author.

## FRANCESCO BRUNDU

CANTARELLA, MICHEL. Francesco Brundu: *Il diavolo fra i pastori* (The Devil among the Shepherds). *Books Abroad*, XXII (Spring, 1948), 202.

## ITALO CALVINO

VARESE, CLAUDIO. Italo Calvino: *Il sentiero dei nidi di ragno* (The Path Where Spiders Spin Their Webs). *Nuova Antologia*, LXXXII (May, 1948), 102-104.

Varese sees the significance of this novel in the almost spasmodic query of the author as to what human destiny really is.

## LUIGI CAPUANA

CAPUANA, LUIGI. *Scurpiddu*. Torino: Paravia, 1948.

A new edition of the well-known book for children by Luigi Capuana.

## VINCENZO CARDARELLI

DE CRESPI, FRANCO. Vincenzo Cardarelli: *Villa Tarantola* (Villa Tarantola). *Italia che scrive*, XXXI (July, 1948), 129.

The book is presented as being mainly a book of memories.

## GABRIELE D'ANNUNZIO

BOGGIANI, GUIDO. La crociera della "Fantasia" (The Cruise on the Yacht "Fantasia"). *Nuova Antologia*, LXXXIII (March, 1948), 227-251.

The yacht "Fantasia" belonged to Edoardo Scarfoglio and on it, D'Annunzio, Boggiani, Herelle (the translator of D'Annunzio's works into French) visited Greece in 1895. Boggiani was a traveler and explorer and was killed in 1901 while exploring Paraguay. His diary throws light on D'Annunzio's journey to Greece in 1895.

D'ANNUNZIO, RENATA M. Dal *Diario di Serenella* (From the "Diary of Serenella"). *Nuova Antologia*, LXXXIII (January, 1948), 12-45.

Diary of D'Annunzio's daughter, dealing with the poet's life during the First World War from January to July, 1916.

PALMIERI, ENZO. Gabriele D'Annunzio: *Il giornale di bordo del periplo ellenico del 1895* (Diary Dealing with His Voyage to Greece in 1895). *Nuova Antologia*, LXXXIII (March, 1948), 213-227.

Unpublished material useful for the biography of the poet and novelist.

PAZ, MARIO. Gabriele D'Annunzio: *Roma senza lupa* (Rome but not the She-wolf). *Nuova Antologia*, LXXXIII (May, 1948), 107-110.

Social notes of Gabriele D'Annunzio in which one sees at close range the poet in the years 1884 and 1888, while in Rome.

SCHILIRÒ, V. *L'arte di Gabriele D'Annunzio* (The Art of Gabriele D'Annunzio). Torino: S.E.I., 1948.

A well-written book that voices opinion generally accepted on the art of D'Annunzio.

THÉRAULT, SUZANNE. Gabriele D'Annunzio et la musique. *Annales de l'Université de Paris*, XVIII (January-March, 1948), 118.

A doctoral thesis presented in 1941 by Mlle. Thérault.

TOSI, GUY. Gabriele D'Annunzio, Ida Rubinstein et Claudio Debussy. *Nuova Antologia*, LXXXIII (March, 1948), 252-271.

Although dealing especially with the *Martirio di San Sebastiano* (The Martyrdom of St. Sebastian), it throws a vivid light on D'Annunzio's life while in France and on his friendship with the actress and the famous composer.

FUMI, LIONELLO. D'Annunzio in Grecia (D'Annunzio in Greece) *Italica*, XXV (September, 1948), 265-266.

More details, of a somewhat slimy nature of D'Annunzio's trip to Greece in 1895, accompanied by Scarfoglio, George Herelle, his French translator, and Guido Boggiani, an Italian explorer. The behavior of D'Annunzio was to such an extent beyond the pale of decency as not to deserve notice.

CORRADO, UMBERTO. D'Annunzio a Dante della Gondola (D'Annunzio to Dante della Gondola). *Nuova Antologia*, LXXXIII (July, 1948) 276-281.

These are letters by D'Annunzio to a humble person who became a friend and companion of the poet-warrior during the occupation of Trieste in 1919. Useful for biographical details of D'Annunzio.

#### UGO FOSCOLO

PETRONIO, GIUSEPPE. *Le ultime lettere di Jacopo Ortis* (The Last Letters of Jacob Ortis). *Italia che scrive*, XXXI (February, 1948), 31.

The author speaks of Ugo Foscolo's novel as the work that marked the dawn of the psychological novel such as it developed during the XIXth century. He reviews several recent works on Foscolo.

## ARTURO GRAF

GRAF, ARTURO. *Lettere confidenziali a una giovane allieva* (Intimate Letters to a Young Girl). *Nuova Antologia*, LXXXIII (April, 1948), 406-418.

Useful documents of the lofty character that the distinguished critic and author reflected in his novel *Il riscatto* (Redemption) and in his intellectual diary *Per una fede* (In Search of a Faith).

## PIETRO JAHIER

BERTOCCHI, NINO. *Il ferroviere Jahier* (Jahier as a Railroad Employee). *Fiera Letteraria*, III (April 4, 1948), p. 1.

A touching tribute to Pietro Jahier, the author of the autobiographical novels *Gino Bianchi* (Gino Bianchi) and *Ragazzo* (A Boy). The article documents Jahier's life as a railroad employee during the Second World War and peers into the anguish that tormented him.

## BENIAMINO JOPPOLO

CANTARELLA, MICHELE. Beniamino Joppolo: *La giostra di Michele Civa* (The Joust of Michael Civa). *Books Abroad*, XXII (Winter, 1948), 44-45.

## TOMMASO LANDOLFI

POGGIOLI, RENATO. Landolfi. *Italia che scrive*, XXV (June, 1948), 167-168.

Tommaso Landolfi is here presented primarily as a humorist. He is considered in his novel *Le due zitelle* (The Two Spinsters) 1946.

VARESE, CLAUDIO. Tommaso Landolfi: *Racconto d'autunno* (A Tale of Autumn). *Nuova Antologia*, LXXXIII (May, 1948), 105-106.

The reviewer finds a deeper note and a greater stylistic complexity in Landolfi as the latter reveals himself in this new book that projects his character against the background of the war. The novel appeared in 1947.

## ENRICO LUPINACCI

DE CRECCHIO, LUIGI. Narratori del Novecento: Enrico Lupinacci (Fiction Authors of the XXth century: Enrico Lupinacci). *Nuova Antologia*, LXXXIII (February, 1948), 188-190.

Review article of Lupinacci's novel *Casalis* in which is presented the shadowy existence of a hero by the name of Casalis, a young man who has no aim in life and who is killed during one of the early bombings of the last war.

## CURZIO MALAPARTE

VINCENT, E. R. Curzio Malaparte: *Kaput*. *Italian Studies*, III (1947-1948), 203-207.

The author recognizes in Malaparte the decadent aestheticism of the D'Annunzio type, yet believes this novel important because it documents the author's real anguish during the days of the war in Russia.

## ALESSANDRO MANZONI

CALOSSO, UMBERTO. *Colloqui col Manzoni* (Conversations with Manzoni). Bari: Laterza, 1948.



Rev. by Renzo Forzi in *Fiera Letteraria*, III, April 11, 1948, p. 4; by Nicola Vernieri in *Italia che scrive*, XXXI, March, 1948, 53.

These are imaginary conversations of the author with Manzoni concerning literary, social and political problems. A new image of Manzoni emerges from these revealing dialogues, an image closer, so the author intimates, to a member of the Anglo-Saxon race than to an Italian. The book appears in a collection by the title *Biblioteca di cultura Moderna* (Modern Culture Series).

CROCE, BENEDETTO. Ancora sul carattere dei *Promessi Sposi* (Another Note on the Character of the *Betrothed*). *Quaderni della "Critica"* (July, 1948), 126.

Insists that, although a great work of imagination, the *Betrothed* has a tendency towards oratory and it cannot be classified as a work of "pure poetry," a synonym for perfect poetry with Croce. In the last analysis, Croce's aesthetic attitude offends such great works as the *Divine Comedy* and the *Betrothed* since they cannot be reduced to the category of "pure poetry," and yet they have set the standards of perfect art from the day of their appearance.

MORANDI, CARLO. Alessandro Manzoni: *Dell'Indipendenza dell'Italia*, con aggiunta di altre pagine storico-politiche pure inedite o poco note, a cura di Fausto Ghisalberti (Of the Independence of Italy, with the addition of other historical and political pages also unpublished or little known. Ed. by Fausto Ghisalberti). *Belfagor*, III (January, 1948), 115.

Deals with the political ideas of Manzoni, which were very progressive, as evidenced by the fact that he accepted and justified the Italian revolution of the Risorgimento on political grounds.

RAGONESE. See "Verga."

REYNOLDS, BARBARA. Manzoni and Leopold II. *Italian Studies*, III (1947-1948), 181-194.

This article contains six letters hitherto unpublished, written by Manzoni to the Grand-duke of Tuscany, who was a man greatly interested in literature. In 1826, he presented Manzoni with a copy of Lorenzo de' Medici's works edited by himself. The letters are most useful for the biography of Manzoni, especially when one recalls that the *Betrothed* was revised in Florence where Manzoni went with the avowed purpose of improving his language. The article offers also documentation of the early popularity of the novel in Tuscany, at least with the Grand-duke who enjoined the painter Cianfanelli to fresco his apartment with scenes from Manzoni's novel.

RUSSO, LUIGI. La vigna di Renzo. (The Vineyard of Renzo). *Belfagor*, III (September, 1948), 608-611.

Reviews and denies any value to a book on Manzoni by Leone Gessi: *Pensandoci su* (Reflections). Russo ridicules the moralistic and bigoted attitude of the author toward a work of pure poetry like Manzoni's novel.

SCALVINI, GIOVITA. *Foscolo, Manzoni, Goethe*. Ed. by M. Marazzan. Torino: Einaudi, 1948.

Rev. by Peteroni Giuseppe in *Italia che scrive*, XXXI, May-June, 1948.

A posthumous work of a well-known critic, in which many of the problems and conclusions that are current in today's criticism on Manzoni are anticipated.

SPONGANO, R. *Le prime interpretazioni dei Promessi Sposi* (The First Interpretations of the *Betrothed*). *Modern Language Notes*, LXIII (May, 1948), xv.



Lists this work as a new book on Manzoni. It was published in Florence by Sansoni in 1947.

## ALBERTO MORAVIA

PAMPALONI, GENO. Alberto Moravia: *La disubbidienza (Disobedience)*. *Belfagor*, III (September, 1948), p. 627.

A brief analysis of the latest of Moravia's novels, in which he continues his pitiless analysis of the seamy sides of life, through the description of the struggle of Luca, an adolescent biting the bit of his parents' rule and then going through erotic experiences. The reviewer suggests that the pessimism of Moravia has become conventional.

## MARINO MORETTI

CANTARELLA, MICHELE. Marino Moretti: *I coniugi Allori* (Mr. and Mrs. Allori). *Books Abroad*, XXII (Summer, 1948), 317.

DE CRESPI, FRANCO. Marino Moretti: *Il fiocco verde* (The Green Tassel) *Italia che scrive*, XXXI (April, 1948), 77.

A sympathetic analysis of the humorous novel by Moretti, the setting of which is laid, as is frequently the case with his works, in his native Romagna.

GRILLI, ALFREDO. Marino Moretti: *Il fiocco verde* (The Green Tassel). *Nuova Antologia*, LXXXIII (June, 1948), 204-210.

A complete and thorough review article in which this new novel of Moretti's is related to the previous fiction of the novelist. The reviewer considers it one of the best and most carefully worked out works of Moretti.

## IPPOLITO NIEVO

FRATTAROLO, RENZO. *Un saggio su Nievo*. (Essay on Nievo). *Fiera Letteraria*, III (January 30, 1948), p. 4.

This favorable review points out that Frattarolo has projected Nievo, the author of *Confessioni di un Ottuagenario* (Confessions of an Octagenarian) against the background of XIXth century literature. The result is that he has established "the meeting ground where romanticism, realism, and naturalism merge."

## DARIO ORTOLONI

PAMPALONI, GENO: Dario Ortoloni: *Sole bianco* (White Sun). *Belfagor*, III (January, 1948), 126.

The first novel of an author which shows "noteworthy qualities as a storyteller."

## ALDO PALAZZESCHI

BIZZARRI, ALDO. Aldo Palazzeschi: *I fratelli Cuccoli* (The Cuccoli Brothers). *Italia che scrive*, XXXI (May-June, 1948), 101.

To this critic Palazzeschi's novel, though rich in realism, succeeds best in the romantic figures of Celestino, the father, and Minerva, the housekeeper, the most "airy" characters in the novel.

COCCIOLI, CARLO: Brindisi a *I fratelli Cuccoli* (A Toast to the Cuccoli Brothers). *Fiera Letteraria*, III (February 20, 1948), p. 3.

Quoting Palazzeschi himself, the author shows that paternal love is the theme of this new novel by Palazzeschi.

PAMPALONI, GENO. Aldo Palazzeschi: *I fratelli Cuccoli* (Aldo Palazzeschi: The Cuccoli Brothers). *Belfagor*, III (July, 1948), 477-480.

A penetrating article on the novel that has attracted the attention of the critics during the year 1948. Pampaloni, in his searching style, offers a beautiful characterization of Palazzeschi as a novelist, looking at him through his various works: *Perelà* (*Perelà*), *Palio dei buffi* (The Race of Fools), *Amore* (Love), *Zio e nipote* (Uncle and Nephew), *Sorelle Materassi* (The Materassi Sisters) and finally *I fratelli Cuccoli*. The various motifs that make up this significant novel are clearly singled out and analyzed. This novel has shared the Viareggio Prize for 1948 with Elsa Morante's novel *Menzogna e sortilegio* (Lie and Sorcery).

GARGIULO, ALFREDO. *I fratelli Cuccoli* (Cuccoli Brothers). *Nuova Antologia*, LXXXIII (August, 1948), 331-339.

The author singles out the great stress that Palazzeschi places on the physical traits of the characters of this novel, a stress that is more pronounced than in preceding novels. Less enthusiastic than other critics.

#### ALFREDO PANZINI

CROCE, BENEDETTO. Per un epiteto e per un ravvedimento (For an Epithet and for Repentance). *Quaderni della "Critica"* (July, 1948) 120-121.

The relation between Panzini and Croce is here clearly discussed. They passed from hostility to friendship.

MARTINI, CARLO. Alfredo Panzini: Per amor di Biancofiore (For Love of Biancofiore). Ed. by Manara Valmigli. *Nuova Antologia*, LXXXIII (April, 1948), 491-493.

A review which is useful for the biography of this significant humorist and novelist.

#### CESARE PAVESE

VARESE, CLAUDIO. Cesare Pavese: *Il Compagno* (The Fellow-traveler). *Nuova Antologia*, LXXXIII (May, 1948), 100-102.

Singles out this work among the significant psychological novels of our day. This novel has been awarded the 1948 Salento Prize for literature.

#### ENRICO PEA

POGGIOLI, RENATO. Pea. *Italia che scrive*, XXV (June, 1948), 166-167. Enrico Pea is more than a lyrical prose writer as he has usually been described by critics. One finds philosophical depth in his fiction.

———. Enrico Pea: *Malaria di guerra* (Malaria of War). *Books Ahead* (Spring, 1948), 159.

#### GUIDO PIOVENE

BACCHETTI, GINO. Guido Piovene. *Italia che scrive*, XXXI (February, 1948), 25-26.

The salient traits of Guido Piovene are sketched through the consideration of his novels: *Lettere di una novizia* (Letters of a Novice Nun), 1941; *La gazzetta nera*

(The Black Gazette), 1943; and *Pietà contro Pietà* (Pity against Pity), 1946. Piovene is mainly an author preoccupied with moral problems. The moral issues confronting his characters are the reflection of his own vicissitudes.

CHINOL, ELIO. *Cenacoli provinciali*: Vicenza (Literary Circles in the Provinces: Vicenza). *Italia che scrive*, XXXI (January, 1948), 3.

Guido Piovene is presented here as having taken the place of Antonio Fogazzaro as representative author of his native city: Vicenza. Both are preoccupied with moral problems in their fiction.

#### LUIGI PIRANDELLO

Fiskins, A. N. I. Luigi Pirandello: Tragedy of the Man Who Thinks. *Italica*, XXV (March, 1948), 44-55.

Although dealing mostly with Pirandello's plays, there are numerous references to his novels.

VITALE, N. LUIGI. Pirandello. *Modern Language Notes*, LXIII (May, 1948), xv.

This small book on Pirandello, published at Caltagirone by F. Napoli, is merely listed.

#### VASCO PRATOLINI

PAMPALONI, GENO. Vasco Pratolini: *Cronache di poveri amanti* (A Diary of Poor Lovers). *Belfagor*, III (January, 1948), 126.

Announces this new novel by calling our attention to the fact that its author enjoys a good reputation in the world of letters.

#### MICHELE SAPONARO

VANI, MARIO. Michele Saponaro: *L'ultima ninfa non è morta* (The Last Nymph Is Not Dead) *Italia che scrive*, XXXI (July, 1948), 129.

#### MATILDE SERAO

CROCE, BENEDETTO. L'Albo di Matilde Serao (The Album of Matilde Serao). *Quaderni della "Critica"* (July, 1948), 114-119.

A touching reminiscence of the days of Serao's youth and of her literary contacts with Giosuè Carducci, Salvatore Farina, Eleanora Duse and Corrado Ricci. Useful for the historical perspective of the time and for the biographies of Serao and of her illustrious contemporaries.

#### GIOVANNI VERGA

RAGONESE, GAETANO. La lingua parlata dei *Promessi Sposi* e del Verga (The Spoken Language of the Betrothed and that of Verga).

A constructive and original article in which the spiritual growth of Verga is viewed against the background of his formative period as a stylist. Verga's greatness is seen as the result of a definitely conscious training in which the main model was Alessandro Manzoni. The author of this article, while bringing out the originality of Verga, stresses the living character of Manzoni's realism.

## SHORT STORY

UGO BETTI

RUGIU, SANTONI A. Ugo Betti: Una strana serata (A Strange Evening). *Italia che scrive*, XXXI (May-June, 1948), 101.

Review of a collection of nineteen stories by this famous poet and playwright.

GIOVANNI BOCCACCIO

BOCCACCIO, GIOVANNI. *The Decameron*. Translated by Ilmari Lanti and Kokkan Vinlo. Helsinki: Tammi, 1948.

Boccaccio has been translated into Finnish for the first time, with a critical study by Laurila Vihtori, professor of aesthetics at the University of Helsinki.

BOSCO, A. *Il Decameron* a cura di A. Bosco. Roma: Tumminelli, 1948.

A new edition of the Decameron in a collection called "*Antologia Universale*" (Universal Anthology).

PEZARD, ANDRÉ. Figures françaises dans les Contes de Boccacce. *Revue de Littérature Comparée*, XII (January-March, 1948), 5-34.

The early Italian tales of the XIIIth century were a more or less free translation of the French epic and courtly originals. It was natural for Boccaccio to introduce French characters in the tales of the Decameron. The article enumerates these characters and brings out the skill with which Boccaccio treats them.

LUIGI PIRANDELLO

CROCE, BENEDETTO. Luigi Pirandello. *Quaderni della "Critica"* (March, 1948), 80-81.

In commenting on an article by Arminio Janner that appeared in the *Nuova Antologia* of December, 1946, Croce states that the short stories of Pirandello are, in his opinion, the most important part of the literary contribution of the famous author. Croce does not share the admiration that Janner entertains for Pirandello as a dramatist and a fiction writer.

PIRANDELLO, LUIGI. *Novelle per un anno* (Short Stories for a Year). Milano: Mondadori, 1948.

A new edition of the short stories of Luigi Pirandello.

BONAVENTURA TECCHI

ALLODOLI, ETTORE. *La presenza del male* (The Presence of Evil). *Italia che scrive*, XXXI (May-June, 1948), 102.

Short stories reviewed by an eminent man of letters.

PETROCCHI, GIORGIO. Moraltà di Bonaventura Tecchi (Ethics in Bonaventura Tecchi). *Fiera Letteraria*, III (March 5, 1948), p. 4.

Stresses the psychological depth in *La presenza del male*, reached through the ethical element diffused in these stories.

## HISTORY OF THE ITALIAN NOVEL

BATTAGLIA, S. *Contributi alla storia della novellistica* (Contributions to the History of Fiction). *Modern Language Notes*, LXIII (May, 1948), xv.

Lists a book on the history of fiction by a well-known critic.

BONTEMPO, O. A. Italian Literature in 1947. *Modern Language Journal*, XXXII (April, 1948), 249-254.

A part of this article is dedicated to fiction during the year 1947.

FALQUI, ENRICO. Dell'arte del narrare (Concerning Narrative Art). *Italia che scrive*, XXXI (January, 1948), 1.

According to this brief sketch of the history of the Italian novel, there exists an Italian tradition, characterized by lyricism, that dates back to the XIIIth century when the first short stories appeared in the *Novellino* (Collection of Short Tales). But each generation must have its peculiar literary forms and style. The present generation must, according to Falqui, veer towards a decided interest in and concern with the ethical content of art if a rebirth of the novel is to be hoped for.

D. VITTORINI

*University of Pennsylvania*

#### SONETO

A. Gabriela Mistral

Saltó Ariel de la insigne cabeza  
De Rodó cual Minerva Cesarina,  
Y por toda la América Latina  
Plantó divinas chispas de belleza.

Una hija chilena con tal nobleza  
Fué bendecida; un alma cristalina  
Nació, y gracias a Dios que ella ilumina  
Tierra de Calibán con su fineza.

La cumbre de toda arte es la sonrisa,  
La sonrisa extraña, de Mona Lisa  
En el cuadro de da Vinci magistral.

Mas no fuera la del Leonardo el ideal  
Si yo pintara la sagrada risa  
Del alma hidalga de Gabriela Mistral.

PHILIP L. ROSENTHAL

Mackenzie High School  
Detroit, Mich.

## *Assumptions and Implementations of the "Intensive Method"*<sup>1</sup>

AS I have already reported in articles in the *French Review*<sup>2</sup> how we have adapted the "intensive method" to civilian instruction at the University of Wisconsin, I shall refer here only very briefly to the "experiment"—which, long since, has ceased to be regarded as in any way probationary. Since the Fall of 1944, we have taught beginning French, German, Italian, Polish, Portuguese, Norse, Russian, and Spanish by this method, students meeting eight hours a week, four in groups of 20 to 30 and four in groups of 10 to 15. Some departments run parallel sections which meet four hours a week and in which a modified grammar-reading method is used. All sections carry four credits per semester. On the standardized objective tests (on grammar, reading, and vocabulary), which have been administered repeatedly to both intensive and non-intensive sections, students in the former always show up slightly better at the end of the year than those in the latter. If there were a satisfactory objective test for oral-aural facility which could be conveniently administered to all students, those in the intensive sections would undoubtedly make a much better showing than those in the non-intensive ones since they have continual practice of this kind throughout the year.

Rather than elaborate upon the satisfactory results of the method at Wisconsin, I propose (1) to discuss briefly the basic assumptions of the intensive method as I understand them, (2) to point out their relevance to foreign language teaching in general and their special application to foreign language instruction for adult literates, and (3) to call attention to a few of the misconceptions which seem to be standing in the way of a rapid extension of the method in some quarters.

The basic assumptions of the method are first that language is something you do and second that the natural way to learn a language is by using it. Be it said at once that many of the best language teachers knew these principles and acted on them long before the ASTP was ever dreamed of. It will, of course, be recalled that even the authors of the Coleman report observed that wherever they found excellent instruction in foreign languages

<sup>1</sup> Excerpts from a talk presented at the meeting of the CSMLTA at the Hotel Cleveland, Saturday, April 30, 1949.

<sup>2</sup> *French Review*, XVIII (1945), 338-349; XXI (1948), 450-460. A description of the class procedure used in French at Wisconsin may be found in the Introduction to *Conversational French for Beginners*, by Julian Harris and André Lévêque, Henry Holt, 1946; and in the Introduction to *French Reader for Colleges*, by Julian Harris, Henry Holt, 1949.



there was invariably a good deal of oral work.<sup>3</sup> Unfortunately, instead of concluding that oral work was indispensable for excellent teaching, they seem to have dismissed the whole business with the somewhat cryptic remark that oral-aural practice was "ancillary."<sup>4</sup> What they meant by that word, which they dug up, no doubt, in Roget's Thesaurus, we can not be sure; but of the possible meanings of the word, my guess is that they intended it to mean "of limited value." That committee, proceeding on the assumption that a reading knowledge was the most important objective of foreign language study, inferred somewhat loosely that it would be logical to concentrate the students' efforts upon the written form of the language. . . . It is now ancient history that the Coleman report put a damper on oral work for several college generations. In fact, its influence will go on for some time since many foreign language teachers of the present can not but reflect the ideology and the procedures on which they were brought up. However, let me repeat that many of the best teachers never did yield to the so-called "evidence" and the arguments of the "investigation". . . .

Now although the basic assumptions of the intensive method are that language is something you do and that you learn a language by doing it, it is illogical, and indeed absurd, to infer that under the intensive method "grown-ups learn a language the way children do." It is true that children may be said to learn a language just by listening to people who know it and by using phrases they hear in situations in which they hear them used. Some children can even learn to speak their mother tongue and one or more foreign languages with little or no conscious effort. In fact, if the child's hearing is acute, if he is a good mimic, and if all his models speak the language of languages correctly—a very remote contingency—he will speak the language or languages with disarming ease and correctness. However, we should neither be impressed nor discouraged by the fact that children seem to learn so effortlessly to speak a language without a trace of accent while grown-ups seem to struggle for years without achieving that result; for in the first place, the grown-ups are usually not trying to learn *to speak* the language and in the second place the children do not learn as much as one would think: the stock of phrases and words the children acquire in a small time is very small indeed. I can not refer you to an article in which some good citizen has proved—in a depressing professional jargon and with supporting tables, graphs, and statistics—the obvious fact that children are simple-minded folk and that their conversation is limited to a few matters about which they babble incessantly. Be that as it may, everyone knows that even before children get beyond the stage when they are supposed to

<sup>3</sup> Algernon Coleman, *The Teaching of Modern Foreign Languages in the United States*, New York, Macmillan, 1929, p. 270.

<sup>4</sup> *Ibid.*, p. 236.



be learning by imitation alone, their mistakes in pronunciation, grammar, and use of words are frequently corrected. As young children can not read and write, only the spoken language *can* be used in teaching them; and as their powers of reasoning are almost entirely latent, they can be taught only by dint of strict surveillance and frequent repetition. Moreover, if you make too much of a child's mistakes, those in the "know" tell us that you are likely to give him the "jitters" so that he will stammer and stutter desperately through life or until some good fairy in the guise of a psychoanalyst sets him free from the complex into which you have unsuspectingly driven him. If the child says "Can me and Johnny have a cookie?" a parent with infinite patience, tact, and know-how can safely undertake to teach him to say "May Johnny and *I* have some cookies"; but this is a feckless procedure, for, having painfully learned "Johnny and I," the child will probably grow up to say, as his neighbors do: "Come over to see *my wife and I* some time." Believe me, if you allow a child to play with the neighbors' children—and of course you would rather have a normal child than one who speaks English correctly—it is all but impossible to get him to speak correctly before he is old enough to grasp a few basic concepts of grammar.

I make much of the limitations of the value of mere imitation and repetition as a device for learning a foreign language, because it has been far too often hinted that only those who become as a little child shall enter the kingdom of the intensive method. Certainly imitation is very important in teaching a language at any stage; but imitation is not a method and it certainly is not the intensive method. It is merely one of several devices for learning. In teaching a foreign language to grown-ups, we can not proceed as we might for children: we would not have time; and even if we had time no adult would be content to devote two or three years to learning the small stock of every-day phrases and words a child learns. Any way, it would be utterly tactless to treat literate adults as if they were illiterate children. But most important of all the fact of literacy puts a person in a position to learn more, to learn faster, and to learn better. The difference between a literate and an illiterate is "Copernican." Those who were naïve enough to try teaching in the ASTP without texts in the foreign language found that the smarter soldier-students managed to get bootlegged copies of the material they were supposed to "learn by mimicry"<sup>5</sup> and that they learned it much more quickly than the plodding citizens who literally did as they were told.

<sup>5</sup> I do not like the term "mim-mem" or "mimicry-memorizing" which has become a term of the professional jargon. The word "mimic" is likely to suggest "imitation for comic effect"; and memorizing by mimicry suggests to me a procedure which would be more appropriate for a simian than for a group of *homines sapientes*. Why not say "chorus work," "drill in chorus," or "learning by imitation"?

On the other hand, although we should not treat grown-ups as if they were children and illiterates, we should not be so unrealistic as to imagine that they have such skill in dealing with abstractions that they can learn a foreign language just by learning abstract rules, verb-forms, and lists of words of high frequency. Have we not all seen students who have "taken" French for five or six years, who understand and can explain all the rules in the grammar books, who can conjugate the verbs backwards and forwards, who can prove on a standardized objective test that they have a "comprehension" of the 5,000 words of highest frequency, who have even been awarded a certificate to teach French, but who can not carry on a simple conversation in French nor indeed even read the language well enough to enjoy a novel of Balzac in the original? According to my experience, this sort of result is more or less normal for students who are taught by a method which is based upon the assumption that a foreign language is something you merely learn to read, or, worse, something you *learn about*. . . .

In the intensive method as we conceive it at Wisconsin, we go on the assumption that language is something you do and therefore we teach students by having them *do* the language. But we do not treat them as if they were illiterates and children. We teach them to use phrases, to use them in a context which will seem familiar, and to know what the phrases mean as they use them. They would be unwilling to babble more or less meaningless sounds for weeks on end as children do. Once our students get a few word-patterns clearly in mind and in their speech organs, they want to know some of the why's and wherefore's. They want to know precisely what a phrase means. And they want to know how to express slightly different ideas. Grown-ups are wonderfully apt language students; they are curious, eager, and ingenious. Give me grown-ups any time! Thanks to their extensive education, experience and maturity, they are able to imagine all sorts of situations and to project themselves into them. With children you can say "Voici un livre" and "Voilà un radiateur;" but you can not talk with them in a foreign language about things they have never seen nor heard of. With grown-ups, however, you can make conversations about all sorts of things, and you can take all sorts of short cuts by using grammar books. In fact, adult students are so conditioned to explanations that they would feel frustrated without them; indeed many of them would be perfectly willing to devote most of the class time to explanations and rules. (This is perhaps why the grammar method has survived as well as it has!) In visiting traditional classes, I have frequently seen classes of adults happily relaxed in the fine state of mental euphoria which goes with the delightful experience of seeing, without making the slightest effort, how beautifully a rule fits the examples which have been concocted to fit the rules! The trouble with this passive state of contemplation is threefold: (1) the student is being

short-changed, for he is merely observing the obvious, (2) he is learning to avoid the difficult, the idiomatic, the un-obvious part of the language, and (3) meanwhile he is getting set for a fine state of "jitters" when (and if) he actually tries to say something in the language. If he knows how many possible ways there are of making a mistake before beginning to use the language, it is almost impossible for him not to be self-conscious when he tries to utter a phrase in the foreign language. In fact, whenever his knowledge about the language gets out of balance with his ability to do the language, he is as unhappy as the child who has been corrected so often that he can not utter a simple phrase without going through a preliminary spasm of the speech organs. Therefore, even in teaching grammar, we proceed on the assumption that language is something you do and, throughout the year, the time of all classes and laboratory sections is devoted largely to oral practice of one sort or another.

Another difference between children and grown-ups is that the latter not only know how to read and write but in some cases—not as often as one might wish—they have the laudable habit of reading books. The linguists are right in saying that what is ordinarily called the written form of the language is not the language at all but a mere representation of the language which is intelligible only to someone who knows the language and who knows how to read. While this definition is unimpeachable, it is obviously just a corollary of the basic postulate that language is something you do. By no stretch of the imagination could it become an argument against having adults who wish to learn a foreign language make use of the written form of the language. At Wisconsin, we do not hesitate to make use of the printed page after the first four weeks of the beginning course.<sup>6</sup> One of the best known advocates of the intensive method suggested to me three or four years ago that we were not giving the method a fair trial at Wisconsin since we were letting our students read and even write "dictées" in French. I told him I was perfectly willing to let my students take an unfair advantage of the method, of the language, or of the students in classes in which the use of French books was "verboden." Even though some advocates of the grammar-reading method make excessive use of grammar and reading, that is no reason why the rest of us should go in the opposite direction and pretend that literacy is harmful or useless equipment for students of language.

As a matter of fact, I think it would be impossible to prove that some practice in reading a foreign language at the proper time is in any way inconsistent with any basic postulate of the intensive method. But even if it were, we would have to accept the handicap; because reading is *dans nos*

<sup>6</sup> There is some variation from one language department to another. In French we tried various dates for having students begin to read before settling upon the fourth week. A copy of the mimeographed schedule of assignments for intensive sections of first year French will be sent upon request, but we could not furnish enough copies for members of entire classes.

*moeurs* and it is here to stay. When we began adapting the procedures of the intensive method to civilian instruction at Wisconsin, we met with a good deal of opposition in certain quarters: we *had* to convince the authorities that the method was not only more effective for achieving an oral command of the language but also that it was at least as effective as the grammar-reading method for teaching reading. Under those circumstances, we had to teach our students to read. Now that the method has won its spurs, we could perhaps, if we wanted to do so, eliminate the practice of having the students read during the first year of the course; but we have no intention whatever of doing such a thing. It is clear that our students like to read, that they want to know how to read, that they learn a great deal by reading, that the intensive procedures are easily adaptable to use in a reading lesson and that carefully chosen reading matter adds immensely to the interest of the course. And besides, I repeat, why should adult literates be expected to proceed as if they were children and illiterates? Would they speak the language better at the end of the year if they did not "waste time on reading"? There is not the slightest reason to think they would. Any way, under any method, the reading objective is absolutely central for civilian students of foreign languages. The Army called for oral facility and specified that every effort should be directed towards the achievement of that objective; but I happen to know of one University in which ASTP students of German read parts of Goethe's *Faust* and students of Italian read parts of Dante's *Divina Commedia*. I think it is quite incredible that any one should question the obvious fact that reading is a natural and indispensable aid for adult literates who wish to learn a language in a limited amount of time.

Since we use many time-honored teaching devices, do we have any right to apply the term intensive method or ASTP method to the Wisconsin set-up? I think we do. We are proceeding as we did during the war with our soldier-students. That our implementation of the intensive set-up was regarded by the Army as satisfactory is clear; the officials who made frequent visits of inspection during the war invariably praised what we were doing and the results we were getting; and, more important, they repeatedly sent people from other institutions to Wisconsin to observe our work. It must be remembered that the famous brochures of Bloomfield<sup>7</sup> and Bloch and Trager<sup>8</sup> discussed *principles* but did not offer a systematic method of language instruction, and that the Army directives specified only the physical set-up and the objective, but that each university was given a more or less free rein—or rather was left high and dry—as to implementation, preparation of materials, and methodology. The expression "if the so-called 'inten-

<sup>7</sup> Leonard Bloomfield, *Outline Guide for the Practical Study of Foreign Languages*, 16 pp., Linguistic Society of America, 1942.

<sup>8</sup> Bernard Bloch and George L. Trager, *Outline of Linguistic Analysis*, 86 pp., Linguistic Society of America, 1942.

sive method' is followed" occurs more than once in the ASTP directives.<sup>9</sup> And since the intensive method had not been worked out for familiar languages before the first contingents of ASTP students began to arrive on our campuses, everyone had an equal right and duty to implement the postulates of the linguists and the objectives of the Army. As you know, the inspectors have reported the most incredibly disparate procedures, arrangements, and results in different colleges. . . .<sup>10</sup>

Unfortunately the discussions of the intensive method will continue to be confused because it continues to mean anything you please. Some of its adherents bring to the intensive set-up the ancient habit of having students learn lists of words out of contexts and detached phrases; and, on the assumption that the students would be confused if they were immediately confronted by what they call "the idiosyncrasies of conventional French spelling," it seems that some advocates of the method believe their students should learn both a phonemic spelling and, later, the conventional one.

To some of its opponents, the intensive method means seventeen hours a week of mimicking silly conversations about washrooms and hair-cuts with either a native informant or the instructor standing by and a vast jungle of audio-visual equipment such as records, electric record players, listening booths, head phones, loud speakers, projectors, screens, etc., gradually closing in on the hapless foreign language teachers.<sup>11</sup> To still others the very word "intensive" recalls the fact that one of the method's champions made a sweeping remark to the effect that in college we learn very little about language and what we learn is largely in error. This situation would be amusing if it were not tragic. But this is no time for merriment: foreign language registration is dropping annually in practically every school in the country; and it will continue to drop unless our teaching is much more attractive and much more effective.

It seems to me that every foreign language teacher should critically re-examine his teaching procedures; and if he is not already committed to a coherent method which is based upon the fundamental postulate that language is something you do, and in which all the most useful devices for language learning are systematically used, it seems to me that he cannot afford to postpone informing himself as to the possibilities of such an arrangement. If after making a preliminary study of the field he feels that it

<sup>9</sup> Cf. "Any methodology which will achieve the objective above outlined is acceptable," Directive AST-756-7-8, June, 1943; "War-time requirements necessitate that AST Language instruction be intensive in character. However, this does not imply that the so-called 'intensive method' must be used." AST-215-16-17, October 1943.

<sup>10</sup> *A Survey of Language Classes in the Army Specialized Training Program*, Prepared for the Commission on Trends in Education of the Modern Language Association of America, New York, 1944.

<sup>11</sup> Audio-visual aids are of course merely aids; nothing can take the place of teachers who know how to teach.



would be desirable to adopt such a system, I hope he will make representations promptly to the powers that be for the funds necessary to provide lab. sections for oral practice. It costs money to provide extra hours for oral practice, but who are we to say the richest country the world has ever known can not afford proper instruction in foreign languages? Compare the cost of teaching chemistry and the cost of teaching French and it will be clear that French is a bargain at double the price! If superintendents, deans, and presidents say we can not afford to provide oral practice sections for teaching foreign languages, that is one thing; but I hope no language teacher will be so simple-minded as to dismiss the basic principles of language learning with the irrelevant remark that the intensive method costs too much. This statement may be true; but it is irrelevant in a discussion of teaching methods. Our duty is to explain our needs to the authorities and to convince them that we know what we are about. If money is not available now, we should try again another year; but it is quite unthinkable that an intelligent teacher would bend his principles merely because of the economic situation. If we must save money, we shall do so; but let us keep our principles intact against a more prosperous day.

If, after all, it turns out that most of us will have to continue carrying on in large classes and with insufficient time, we shall take some comfort from the fact that there have always been foreign language teachers who, thanks to their deep understanding of the basic principles of language learning, their pedagogical know-how, and their unflagging devotion to the cause of language teaching, have accomplished wonders; and we will hope that an increasing proportion of our colleagues will free themselves from the passing fads and stick to the basic assumptions and methods which make sense and which get results.

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# *John Milton's Views on the Teaching of Foreign Languages*

## *I. Student and Theorist*

THE young pupil Milton, before the Cambridge days, and as a youthful scholar at Christ's College, always turned a critical eye towards his tutors. For one or two—Thomas Young, his early tutor in Latin and Greek among them—he had personal admiration and a sort of tentative respect, but for many or perhaps most he had a feeling amounting at times to scorn. Much of this antipathy towards so many of his teachers, especially at college, was due, no doubt, to the fact that Milton thought their teaching methods antiquated, and he discerned, or thought he did, more progressive and effective ways of teaching. Maintaining a keen interest in the teaching of foreign tongues through the Cambridge days and during the short sojourn in Italy, he was able to put his theories into practice in his little school among a handful of pupils in London city, and when after the long and troublesome years of the Commonwealth and Protectorate he at last turned from polemics, he brought out a modest little grammar in 1669 that must have lain long among his papers ever since his teaching days, c. 1639–1647.

St. Paul's school, in which Milton enrolled about 1620, had been founded in 1512 by John Colet, Dean of St. Paul's, and son of Sir Henry Colet, a wealthy mercer who had twice been Lord Mayor of London. Its first headmaster was Willian Lilly, whose Latin Grammer published the year after the founding of Paul's became the parent of similar works for two centuries or more for the reason that Henry VIII had decreed that it be the only one taught publicly in the schools. St. Paul's, therefore, had by Milton's time developed a tradition for grammatical learning. It was devoted to classical studies, and its pupils were expected to be proficient in both Latin and Greek. Entering St. Paul's at about his twelfth year and staying until his sixteenth or seventeenth, Milton laid a good foundation for that proficiency in foreign tongues for which he became famous.

Milton entered Cambridge in 1625 at a time that may well be called a period of transition. Teaching practices at Cambridge were still maintained in the scholastic tradition. Sir Francis Bacon and Galileo were yet living; Isaac Newton had not been born; therefore, the inductive method and tradition which these three and others brought into being had not yet blossomed at the university. The curriculum was still based upon the Seven Liberal Arts, which were the subordinates of Philosophy and Theology.



These Seven Liberal Arts were divided into the Trivium (Grammar, Logic, and Rhetoric) and the Quadrivium (Arithmetic, Geometry, Astronomy, and Music). The method of instruction and of learning was still, for the most part, Aristotelian, that is to say, by means of "dialectical disputations." It is this system that Milton severely condemns in the famous tractate on education. While at Cambridge, Milton had had his full share of "great argument about it and about" in true Aristotelian fashion and, indeed, often must have come out by the same door where in he went. He had written his full share of rhetorical essays, eulogies, and elegies, and had delivered in the presence of the collegium orations in Latin on many subjects, a typical one being "*Utrum Dies an Nox Praestantior Sit*," in mock seriousness, it is to be hoped. Whatever, according to present-day standards, the faults may be of a system of teaching foreign tongues that permitted such practices, some approval may still be expressed of the requirement that the students converse in Latin, or Greek, or Hebrew. It is to be feared, however, that this requirement of the University was sometimes violated.

There is no sound reason why the poet's own testimony cannot be advanced to show that by the end of his Cambridge years he had become an excellent linguist. In a Latin poem "*Ad Patrem*," justifying his resolution to follow a career of letters, he states to his father:

" . . . At *thy* cost, worthiest father,  
when I had mastered fully the tongue of the Romans and tasted  
Latin delights enough, and the speech for which Jove's mouth  
was moulded  
That grand speech of the Greeks which served for their great  
elocution,  
Thou 'twas advised the vaunted flowers of Gaul in addition,  
Thereto the language in which the new and fallen Italian  
Opens his lips with sounds that attest the Barbarian inroads,  
Yea, and the mystic strains which the Palestine prophet  
delivers . . . "

The poet here specifically claims mastery in Latin, Greek, French, Italian and Hebrew. These are the same languages that he would include in his curriculum outlined in the tractate to Samuel Hartlib written a decade later.

A fact worthy of mention here is Milton's concern for correctness of diction in these foreign tongues; thus he complains of the fallen Italian opening his lips with sounds that attest the Barbarian inroads. He is constantly concerned with the same problem of correct diction and expresses strong feelings in the matter in a letter written on September 10, 1638, to his friend Benedetto Bonomattai, the Florentine grammarian. Milton states that "it is the opinion of Plato, that changes in the dress and habits of the citizens portend great commotions and changes in the state; and I

am inclined to believe that when the language in common use in any country becomes irregular and depraved, it is followed by their ruin or their degradation. For what do terms used without skill or meaning, which are at once corrupt and misapplied denote, but a people listless, supine, and ripe for servitude? . . . "

Sociologists, historians, and language teachers may well ponder the fore-going statement in the light of the far-fetched prose styles everywhere in evidence as well as the terrific impact of slang upon our language in these days. Milton proceeds to say that "on the contrary, we have never heard of any people or state which has not flourished in some degree of prosperity as long as their language has retained its elegance and its purity." To attest the truth of this statement we may call upon "the glory that was Greece and the grandeur that was Rome."

Benedetto Bonomattai was one of the celebrities, the aged Galileo among them, with whom Milton associated during his Italian sojourn in 1638-1639. The letter quoted above, written in Latin, was addressed to his friend on the occasion of the latter's having completed a text in Italian grammar. The views that Milton expresses therein are not suddenly arrived at; he had pondered them long—ever since the Cambridge days as we have seen, and he was to express them again in his writings and practice them in his teaching. In the letter to Bonomattai, the poet states, further, that he would assign highest praise to him "who fixes the principles and forms the manners of a state," but he assigns "the second place to him, who endeavors by precepts and by rules to perpetuate that style and idiom of speech and composition which have flourished in the purest periods of the language, and who, as it were, throws up such a trench around it, that people may be prevented from going beyond the boundary almost by the terrors of a Romulean prohibition." The reference to Romulus here is significant in the light of Milton's metaphor of the "trench" and the "boundary." It is to be remembered that according to legend, Romulus slew Remus for scornfully vaulting the walls of newly built Rome. For those who are careless of their speech Milton is saved from recommending so drastic an extremity by the use of a tentative "almost." Milton proceeds to state that the function of the preceptors of language is to give that gentility, elegance, and refinement which he places second only to the just and conscientious intercourse of the citizens.

Milton's own genius for language is further attested in the letter by the following statement:

"I who certainly have not merely wetted the tip of my lips in the stream of those languages, [Greek and Latin] but, in proportion to my years, have swallowed the most copious draughts, can yet sometimes retire with avidity and delight to feast on Dante, Petrarch and many others . . . "

To the reader this may appear unseemly boasting on the poet's part, but

the evidence that Milton was a master linguist is too well-known to recount even in this paper. He begs Bonomattai, furthermore, that he would, for the sake of foreigners, add something to the grammar "concerning the right pronunciation of the language and made as easy as the nature of the subject will admit."

The foregoing statement shows Milton's concern for two principles in the teaching of foreign language: first, correct pronunciation, an idea that he had more than once already expressed; and, second, a way of teaching it "made as easy as the nature of the subject will admit."

## II. *Teacher And Educational Consultant*

Upon his return to England, Milton now turned schoolmaster and educational consultant, implemented these views which were slowly crystallizing. In the winter of 1639-40, he took lodgings in St. Bride's Churchyard where he undertook the tutorship of his two nephews John and Edward Phillips, eight and ten years of age respectively, the sons by a former marriage of his sister, Mrs. Agar. He moved several times, no doubt in need of larger quarters to accommodate a little group of boys who joined his nephews as private scholars. We find the little school housed later in Aldersgate Street, at another time in the Barbican (c. 1645-1647), and again in High Holborn Street where, busy with his teaching and writing, he worked on a Latin Dictionary. The success of the wedding of theory and practice in Milton's teaching is given credence by the testimony of one of the poet's pupils, his nephew Edward Phillips, who asserts that there were "many authors both of the Latin and the Greek which through his excellent judgment and way of teaching, far above the pedantry of common Public Schools, were run over within no greater compass of time than from ten to fifteen or sixteen years of age." Phillips himself had come under Milton's tutelage at ten. He then mentions having read and studied such Latin and Greek authors as Cato, Varro, Columella, Pliny; and Hesiod, Apollonius Rhodius, and Xenophon. "Nor," adds Phillips, "did the time thus studiously employed in conquering the Greek and Latin tongues hinder the attaining to the chief oriental languages, viz. the Hebrew, Chaldee, and Syriac, so far as to go through the Pentateuch . . . in Hebrew, to make a good entrance into the Targum or Chaldee Paraphrase and to understand several chapters of St. Matthew in the Syriac Testament." At first glance this statement may seem to be somewhat hyperbolic, but a second look will show how carefully the young scholar lists what he had studied and to what extent. Thence Phillips tells of the pupils' initiation into the Italian and French tongues and of the Sunday's work being, for the most part, the reading a chapter of the Greek testament. According to Phillips, moreover, teacher Milton gave his pupils additional practice by dictating to them, in Latin, from time to time parts of a tractate on divinity which he was writing.

It is now timely to state, briefly, the circumstances leading to Milton's authorship of the well-known "Tractate of Education" addressed to Samuel Hartlib, the philanthropist. Hartlib had been in direct contact with the Moravian scholar, John Amos Comenius, who visited England in 1641 in an effort to stimulate interest in his efforts to found a pan-sophic university. Comenius leaving within a year's time, Hartlib turned to the native scholar Milton, who by this time had developed a secure reputation as a writer, teacher, and linguist. It was only by Hartlib's "earnest entreaties and serious conjurements," asserted Milton, that he was moved to set forth his views on education.

The greatest good, the highest aim of education, Milton asserts in the tractate is "learning to repair the ruins of our first parents by regaining to to know God aright. . . ." Then immediately after stating this lofty ideal he gives his chief reason for the learning of foreign tongues

"And seeing every nation affords not experience and tradition enough for all kind of learning, therefore, we are chiefly taught the languages of those people who have at any time been more industrious after wisdom; so that language is but the instrument conveying to us things useful to be known. And though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet, if he have not studied the solid things in them as well as the words and lexicons, he were nothing so much to be esteemed a learned man as any yeoman or tradesman competently wise in his mother-tongue only."

This is a remarkable statement, indeed, coming out of the seventeenth century with its love of learning for ornament's sake. It is a carefully-worded statement to the effect that, first, since no nation has "experience and tradition enough for all kind(s) of learning, we should be taught the languages of those people who have been most industrious in the quest for wisdom; second, language is the instrument of conveying to us things useful to be known; third, language is not merely to serve as an ornament but to help attain the 'solid things.'" What Milton is saying, therefore, is that the languages should be taught of those nations who in times past and present have been most enlightened and most zealous in the search for truth. The statement, moreover, is a combination of the practical and philosophical. In Milton's day it was still the practice for scholars to write their books in Latin and Greek, and a knowledge of these languages was, therefore, indispensable to the scholar.

Milton proceeds, in the tractate, to raise specific objections to the system of teaching then in vogue. He says that the schools of his time did "amiss to spend seven or eight years merely in scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year." The reason, according to Milton, for this loss of time was the "preposterous exaction" of forcing the pupils to compose themes, verses, orations, etc., in Latin and Greek while their wits were yet "empty"

and before they had anything, really, to write about. The result of these premature efforts is what Milton calls a "wretched barbarizing against the Latin and Greek idiom, with their untutored Anglicisms, odious to be read." He proceeds, next, to suggest a better method of teaching foreign tongues.

"Whereas, if, after some preparatory grounds of speech, by their certain forms got into memory, they were led to the praxis thereof in some chosen short book lessoned thoroughly to them, they might then forthwith proceed to learn the substance of good things and arts in due order, which would bring the whole language quickly into their power."

Clearly, what Milton is recommending here is a quick grounding in the fundamentals of a foreign tongue, "by their certain forms got into memory," followed immediately by *πραξις*; that is to say, practical application of the theories and fundamentals just learned. This praxis would be outlined in a short book which was to be lessoned thoroughly to the pupils. Milton's design was to write just such a "short book." There can be no doubt, therefore, that the reason his *Accedence Commenced Grammar* is such a modest little tome is that Milton deliberately planned it to fit the teaching plan set forth in the tractate.

Milton's teaching procedure for languages is next simply stated. "First," he avers, "they should begin with the chief and necessary rules of some good Grammar"; and while doing this "their speech is to be fashioned to a distinct and clear pronunciation." Then he voices the age-old complaint of foreign language teachers against faulty pronunciation; "for we Englishmen," says he, "being far northerly, do not open our mouths in the cold air wide enough to grace a southern tongue. . . ." Next, a double purpose of providing practice in grammar as well as instilling a love of virtue will be served if "some easy and delightful book of education would be read to them" in the language being taught. Milton's next statement is praiseworthy but not quite so explicit as the foregoing. He states that "the main skill and groundwork will be to temper them such lectures and explanations upon every opportunity as may lead them and draw them in willing obedience; inflamed with the study of learning and the admiration of virtue . . . ." This being the creed and ideal of all teachers, Milton may be commended for restating it even in such a practical context.

The course of language study set forth by Milton is, by contemporary standards, vigorous, to say the least. While the young scholars are gaining proficiency in Latin and Greek, "they may have easily learned at any odd hour the Italian tongue." This should not be interpreted to mean that mastery of Italian can be achieved at any odd hour but, instead, that this language may be self-taught or learned, outside of class time, with the aid of a tutor. In addition to Greek, Latin, and Italian he advocates the study of still other languages.



"And ere this time the Hebrew tongue at a set hour might have been gained, . . . whereto it would be no impossibility to add the Chaldee and Syrian dialect."

Thence the author proceeds to a summation of the grand design, stating, that "when all these employments are well conquered, then will the choice histories, heroic poems, and Attic tragedies of stateliest and most legal argument, with all the famous political orations, offer themselves; which if they were not only read but some of them got by memory, and solemnly pronounced with right accent and grace, as might be taught, would endue them even with the spirit and vigor of Demosthenes or Cicero, Euripides or Sophocles."

Milton's father died in 1647, and in the following year the young school-master gave up teaching. In March, 1649, he was appointed Latin Secretary of State in the Cromwell government—a post which allowed Milton to practice his Latin prose in the form of letters of state. He wrote, likewise, scores of familiar letters in Latin. Many of his polemical pamphlets, moreover, were written in Latin, the *Defensio Pro Populo Anglicano* tracts among them. Blindness, the affliction which the poet had feared for a long time, overtook him in 1652, but it is well-known that he did not stop his literary endeavors.

### III. Grammarian

To be the "chosen short book" which should be "lessoned thoroughly" to the young scholar, Milton no doubt designed his *Accedence Commenced Grammar, Supplied with Sufficient Rules*, published in 1669. The title further promises that the little book is "for the use of such as, younger or elder, are desirous, without more trouble than needs, to attain the Latin tongue: the elder sort especially, with little teaching, and their own industry." The book is written in English and "to the reader" the author addresses a preface in which his old views are re-stated with great vigor. The author states that "it hath been long a general complaint . . . in the bringing up of youth, and still is, that the tenth part of a man's life, ordinarily extended [seven years] is taken up in learning, and that very scarcely, The Latin Tongue." He goes on to say that the causes of this "tardy proficience" are several, but one is chief, namely, "the making two labors of one by learning first the *Accedence*, then the *Grammar* in Latin ere the language of those rules be understood." The cure for this, according to Milton, was to combine both an *accedence* and a *grammar* in one text and to write it not in Latin as had been done heretofore but in English.

That part of grammar dealing with letters and syllables is omitted from his text, states Milton, for the reason that the principles, little different from the English spelling book, have been learned before. The author then states that he has omitted difficult problems of declension, gender, and con-



struction for fear of clogging the proposed method with "catalogues instead of rules" or with too many exceptions to rules. The author, ever mindful of the need for scholarly exactness, suggests that these interruptions between rule and rule be set forth under separate cover in a dictionary. Simplicity, therefore, is to be the guiding principles in the author's text.

The little grammar is indeed a masterpiece of simplicity and clarity. It begins with a definition of Latin grammar, stating that it is "the art of right understanding, speaking or writing Latin observed from them who have spoken or written it best." What better way, indeed, could there be of learning any language?

To the twentieth century grammarian some of Milton's definitions may seem a little strange: for example, his definition of a noun is that it is the name of a thing, "as manus a hand, domus a house, bonus good, pulcher fair." He states further that "nouns be substantives or adjectives. A noun substantive is understood by itself, as homo a man, domus a house. An adjective to be well understood requireth a substantive to be joined to it, as bonus good, parvus little, which cannot be well understood unless something good or little be either named . . . or by use understood." In his efforts to simplify matters, Milton calls some adjectives nouns, but states that to be well-understood these adjectives require substantives to be joined to them. The author is, however, mindful of the difference between the noun and the adjective, for the text treats "the declining of adjectives" referring to them as "noun adjectives," e.g. bonus, bona, bonum.

Farther in the text under "comparisons of nouns," Milton discusses the comparison of adjectives, stating that "adjectives whose signification may increase or be diminished, may form comparisons, whereof there be two degrees above the positive word itself, the comparative and superlative." The author's calling adjectives nouns is further evidenced when he states that all "nouns" ending in "lis" form the superlative by changing "is" into "limus" as humilis, similis, facilis, gracilis, agilis, docilis docillimus.

In the discussion of moods, Milton wisely speaks of the subjunctive as the "potential" mood using as an instance, "Cavissem, si praevidissem."

Other than in the treatment of nouns and adjectives, the grammar is a model of simplicity and clarity. The second part of the text deals with "syntaxis" or construction. The author states that the first part having discussed the parts of speech "now followeth syntax or construction, which is the right joining of these parts together in a sentence." The little grammar clear and simple, modest and brief is the "short book to be lessoned thoroughly" to the young Latin scholar. It has already been pointed out that Milton had long had such a text in mind. The form and content of the work suggests, moreover, that Milton intended that it be used as a model for similar texts in other languages.

*Summary*

Milton's views on the teaching of foreign languages may be summarized as follows: first, in the case of Latin, the rules should not be taught in Latin before the language itself is understood; second, a way of teaching should be developed, "made as easy as the nature of the subject will admit"; third, correct pronunciation of the foreign language is essential; fourth, the study of a foreign language is not merely for ornament but is a useful activity which will enable the student to acquire the "solid things" in the customs and culture of other lands. Finally, it should be observed that the principles advanced by Milton are those in general use today; namely, that certain basic rules of a foreign language first be taught to the student, that the text be written in English and not in the language to be taught, and that the student proceed speedily to an application of the rules learned by speaking and reading the foreign language.

IVAN E. TAYLOR

*Howard University*

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DERIVATION

Infinitives are split,  
 And participles dangle,  
 While grammarians sit  
 In syntactic wrangle.  
 Where the people walk—  
 Sailors, touts, and plumbers—  
 Tongues are full of talk:  
 Hucksters', tailors', drummers'.  
 The idiom of each  
 Is rugged and unruly;  
 Still, savants chart their speech,  
 Laboring unduly.  
 The lowly, pungent phrase  
 From mills or docks or taverns  
 Struggles through the maze  
 Of rhetoricians' caverns;  
 With words the proper speak  
 It finally may mingle,  
 Admitted to their clique,  
 No more shunned and single.  
 Our lusty language grows  
 Despite the prohibitions  
 Passed to govern prose  
 By academicians.

MARCELLA HARTMAN

South Bend, Indiana

## *The Role of the Contemporary French Fiction Course\**

WHILE I have chosen the title "The Role of the Contemporary French Fiction Course" for my paper, my remarks would apply basically to a contemporary fiction course in any of the modern foreign languages ordinarily studied. It is my aim here to point out, with reference to French, the special ways in which such a course may awaken greater interest in languages and to discuss some of the results, both direct and indirect, that may derive from such study of contemporary works.

One of the great advantages of a contemporary fiction course is its ability to absorb and add to the momentum of an interest already present, to profit by the many previous contacts of the public with articles about French authors and literary movements appearing in our periodicals—the latest to come to my attention is in the current issue of *Holiday*—contacts with translated books, with plays not only translated but produced and enjoying in some cases long runs on the American stage, with French films in increasingly wide distribution. The following examples of such contacts serve merely as representative illustrations; they are in no way intended to be exhaustive and their number could be multiplied many times. In most cases they are chosen from instances reported to me by my students.

Among books rather widely circulated, in some instances in special book club editions, might be mentioned Bernanos: *Dairy of a Country Priest*, Camus: *The Plague*, Duhamel: *The Pasquier Chronicle*, Malraux: *Man's Fate* and *Man's Hope*, Mauriac: *Viper's Tangle* and *Thérèse*, Saint-Exupéry: *Wind, Sand and Stars*, Vercel: *Tides of Mont-Saint-Michel* and *Salvage*. There is also a French film based on *Salvage* and circulated here under the title of *Stormy Waters*.

The many magazine and newspaper articles about Gide at the time he received the Nobel prize in 1947 caused a rising interest in his works, an interest fed by the recent publication in English of his *Journals*. A number of students report having read *The Counterfeiters*; others have read *Isabel* and *Strait Is the Gate*.

Many also report reading in English courses biographies by Maurois, usually the biographies of Byron and Shelley. Others have read such non-fiction books as *Art of Living*, *Tragedy in France*, *Seven Faces of Love*, or some of Maurois' many articles in our magazines. The latter reach a wide

\* Paper read at French section of Northwestern State College Foreign Language Conference, Natchitoches, Louisiana, April 1, 1949.

audience through a number of different publications, including such dissimilar ones as *The Ladies' Home Journal*, *Collier's* and *Glamour*.

Some have been introduced to Proust by a reading of *Swann's Way*; in such a case they are usually eager to reread it in French. This interest sometimes extends into the subsequent volumes of *A la recherche du temps perdu*.

The peak of interest at present seems to be in Existentialism, chiefly as found in the works of Sartre. This is understandable when we consider the number of books and articles on Existentialism that have been published in the last few years and the availability of much of Sartre's work. Among the books on the Existentialist movement are *Existentialism*, a translation of Sartre's *L'existentialisme est un humanisme*. Several of his novels and plays have also appeared in translation and five of his plays have been produced recently on the American stage. These are *The Flies*, *The Respectful Prostitute*, *No Exit*, *The Victors*, and *Red Gloves*. The English made film *The Chips are Down* (*Les jeux sont faits*) has been released here. In addition, students have reported reading in their English classes the short story *The Wall*.

Insofar as the student is concerned, the extent and value of these previous contacts emerges most clearly when reading lists are made up in the contemporary fiction course. Together with their introduction to new authors, students almost always want the opportunity to gain a more extensive knowledge of those authors with whom they already have some acquaintance. This usually takes the form of a strong interest in reading additional works; occasionally it means a rereading in the original French for purposes of comparison. In connection with the latter, one of my current students tells me that he never fully realized the degree to which each language possesses its own individual flavor and texture until he reread Proust in French.

In addition to the fact that the contemporary fiction course takes advantage of an already present interest and gives it further impetus in the same field, such a course serves indirectly to increase interest in other fields. Its results are more far reaching than the primary and obvious one of a knowledge of contemporary works. We know that there can be no deep understanding of the present without the perspective of a sound knowledge of the past. The contemporary literature course is closely linked with courses in other periods; a keen interest in the present broadens naturally into a desire for a more extensive knowledge of the past. The serious study of any author inevitably raises the question of background, of the influence upon him of writers or movements of the past, of parallels between his work and that of other periods, of ways in which he is different because he lives and writes in a later age.

The study of contemporary literature has another indirect but impor-

tant result; it serves as an aid to oral mastery of the language. With our increased means of communication and travel, when radio programs from France are available to any one owning a short wave set, when we can board a plane one day and be in Europe the next, oral mastery becomes of increasing importance to our students. A wide reading of contemporary works can be of great benefit in developing the desired fluency. It increases the vocabulary of the language in its current form, gives the student a feeling for present day constructions and usage. It is of great importance for him to understand the language of the literary masterpieces of the past, to be able to grasp the delicate shades of meaning as he reads—he does not, however, want to talk like a character out of Molière or Corneille.

Another result of the study of contemporary literature is a better understanding of the world of today. The desire to awaken and stimulate public interest in foreign languages is not a selfish aim of the language teacher; it has real social significance as regards world affairs. The attainment of mutual understanding, a goal of fundamental importance, could not conceivably be arrived at without acquaintance with other languages and literatures. In fact, we know that the only certain road to the true understanding of any people lies precisely in this knowledge of its language and literature. A few quite random examples will serve to illustrate the ways in which reading in the field of contemporary fiction increases our comprehension of backgrounds and events. Who, after reading Mauriac, can ever forget the pines and the sand, the particular qualities of the people living for generations in the Landes region? Who can measure the amount of atmosphere almost unconsciously absorbed in a leisurely progress through the *Pasquier Chronicle*? Who does not gain deeper insight into the lives and emotions of those engaged in the Resistance Movement by reading Sartre's *Morts sans sépulture* or Perrier and Lebel's *La garde montante*? And where better than in Aymé's *Uranus* can one learn about living conditions in a half-devastated town—the forced sharing of all remaining living space, the total absence of privacy, the clutter of possessions which people cannot bear to abandon, the emotions of the pathetic old couple retracing in the rubble the outlines of their former apartment, exclaiming over the remains of their once beautiful and convenient cookstove?

I have been speaking up to here of the contemporary fiction course as such, the course given as a separate unit in the curriculum at a level when students are able to read original editions, take notes in French and present class reports of considerable length. It is not necessary or desirable, however, to restrict reading in the contemporary field to that level. There are available many excellent school editions suitable for earlier levels—editions with good explanatory introductions, notes and vocabularies. As one example I might mention Maurois' *La machine à lire les pensées* which has been quite popular with students in our second year classes. Part of the

reading of our second year classes—or in some cases even of our first year classes—can, consequently, be chosen from that field, giving the student a balance between the works of other centuries and his own.

Students seem particularly interested in contemporary works as outside reading projects. In a recent discussion of such projects with a fourth semester class a number asked to be assigned something from Sartre, others novels of Saint-Exupéry and Gide. As usual, they had already gained some acquaintance with these authors in English. One also asked for titles of some "romans policiers" for leisure time reading. He stated that he enjoyed that type of recreation reading in English and now wanted to see what it was like in French. He has already finished Aveline's *Voiture 7 Place 15* and is about to undertake Estaunié's *Madame Clapain*.

To sum up, therefore, I believe that the contemporary French fiction course fills other roles beyond its primary, direct one of acquainting a student with the French literature of his time. It helps to increase his interest in the literature of the past; it aids him in developing oral mastery of the language; it contributes to his understanding of world conditions. It has thus many possibilities for stimulating greater general interest in the study of French.

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#### NOTICE

Articles for the *Journal* and books for reviewing should be sent to the Managing Editor, Professor Julio del Toro, University of Michigan, Ann Arbor, Michigan.

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#### NOTICE

In order to assure uninterrupted delivery of the *Journal*, members whose subscriptions have expired should renew them now, either through their regional associations or directly through the Business Manager, Mr. Stephen L. Pitcher, 7144 Washington Avenue, St. Louis 5, Missouri.



## *Japanese Try to Make Their Language Understandable*

IN TOKYO several weeks ago I was trying to read an inscription under a large picture which showed some sheep grazing in a pasture in Australia. I studied the Japanese writing for several minutes, and although I understood at once the meaning of the characters, there was one word which I could not pronounce. It was the word which described the act of the sheep in devouring the grass in the pasture.

The Japanese indicates the endings of their verbs by means of *hirigana* (syllabic) characters. The word "to eat" most commonly used is "taberu." With the same character one also gets the root of the verb "kuu" meaning "to devour." In the case of the description under the picture none of these words fit because the *hirigana* character indicated that the verb ended in "mu." After puzzling for a few minutes I asked a well-dressed Japanese gentleman, who stood near me, if he would pronounce the verb. He scrutinized it for a minute, tried to pronounce it several different ways, and finally gave up. A second gentleman was drawn into solving the puzzle, and in a short time he too gave up.

Before I left the picture the first Japanese gentleman asked me if I understood fully the meaning of the descriptive inscription. I assured him that I did. "In that case," he said, "what difference does it make if you can't pronounce this character?"

Later, when I consulted my Japanese dictionary, I found that the verb was "hamu," a classical word used in poetry and heavy literary work. I have discussed this word with several very well educated Japanese friends of mine, and only one recognized it. The use of words of this kind is becoming increasingly rare under the new movement for language simplification.

On most railway platforms the names of the stations are written in at least three ways: Roman letters, *kanji* and *hiragana*. The *hiragana* is necessary for those who cannot understand the *kanji*. The Roman letters serve foreigners of all nationalities, except those who employ Chinese characters. I recall of seeing a sign on a railroad platform in the mountains of Shikoku, which gave the name of the town in *hiragana*, *katakana* (another form of the syllabary), Roman letters and *kanji* (Chinese characters). To make sure that train passengers would not misunderstand, the name was given twice in *hiragana*, with readings both left to right and right to left.

Along the main roads of Japan such signs as "No parking," "Stop," "Side angle parking only," etc. are almost always given in English and *kanji* with *kana* characters to give the pronunciations of the latter.

My Japanese friends tell me that if it were not for the fact that the highway signs are given in English they would never know what the Japanese means.

Sixteen telephone exchanges are included in the suburban telephone directory for Tokyo. To reach any of them from Tokyo it is necessary to call a Tokyo operator and give her the number. On my first attempt to use this directory, I found that of the 16 names there were two which I could not pronounce, and several others the pronunciation of which was uncertain. I tried the directory out on my best educated Japanese friends. I never found a man who could read and correctly pronounce the names of all these telephone offices.

Eventually I referred the problem to a language adviser of mine, who teaches Chinese-Japanese characters at a Tokyo college. He told me that one of the names would probably be recognized by not over one man in a hundred thousand in Japan. He stated that another name would be so completely mispronounced by virtually all Japanese as to be totally unintelligible to the telephone operator. "Another name," he said, "would probably be pronounced correctly only by the telephone subscribers who lived in that exchange." There were two more exchanges whose names were so uncertain that he would not venture to tell me which pronunciation was correct.

My curiosity about the telephone directory eventually took me to the Telephone Office, where I discussed the matter with the chief operator in charge of the switchboard that handles calls to these exchanges. The chief operator told me that she kept a staff of subordinate supervisors whose principal duty it was to try to figure out from the descriptions given by calling parties what exchanges were being called. In an effort to clear up conditions, such as this, Japanese telephone directories are currently being revised to give the phonetic pronunciation as well as the *kanji* reading of all telephone exchanges.

When one Japanese meets another, a part of the introduction is for each Japanese to pronounce his name, and then give his card to the other man. This is essential because otherwise it would be very difficult merely by reading the card to know how to pronounce the name. If a man gives his name and does not tell you how it is written, it may be impossible to find his telephone number in the telephone directory. Admittedly this problem also exists among Europeans, but in Japan it is especially bewildering.

One of the most conspicuous examples of this difficulty is in the character *sei*. This character may be pronounced in 160 different ways; for example "nama," "ikiru," "haesu," etc. When going down a Japanese

street it is quite common to see names of companies given in Chinese characters and in *hiragana* or *katakana*. The use of the *kana* is necessary, otherwise customers would probably not know how to pronounce the name of the company with whom they did business.

Occasionally one meets a Japanese who not only gives the name of his company in Chinese characters and *kana*, but also indicates on his calling card the pronunciation of his name alongside the *kanji* characters. I met a man recently on whose name card alongside the *kanji* characters were the characters "mitearai." The *kanji* characters translated mean "honorable hand wash." The same characters usually appear in place of "men's room" in Japanese public buildings. His effort to escape identification with the "men's room" was to pronounce out his name in *kana* characters, and hope that his friends would forget the *kanji*.

One of Japan's great banks is called the "Daiwa Ginko." The characters that make up the first word are "Dai" and "Wa." This bank, however, has to pronounce its name in *kana* characters, in addition to the *kanji*, otherwise practically all its clients would call it the "Yamato Ginko." It so happens that when the characters "Dai" and "Wa" appear in that order the Japanese usually read them "Yamato."

On Japanese busses, the signs indicating the route followed often give a second reading under the *kanji*, which will be either in Roman letters or in *kana*. The use of the Roman or *kana* is not designed to help the occasional European, but for the benefit of those Japanese who might otherwise not be able to recognize the *kanji* characters.

Language reform became the subject of much attention in Japan in the early days of the occupation. It still is the object of much serious study, and the Education Ministry has been earnestly advocating adoption of 1,850 characters as the maximum for public use. During the period in which the country's educators are devising schemes for simplifying the written language, there is evidence of a broad common effort on the part of individuals and organizations to make their own names and their own words understandable to the general public.

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## *Audio-Aids Techniques in Foreign Language Teaching*

THE use of Audio-Aids in foreign language classes is not new; but *how*, and *to what extent* they may be used are now the important questions.

Numerous articles have been appearing in periodicals, discussing the use of recording devices in the language classroom. War influence and the return of emphasis on speech have re-awakened the interest in the Aural-Oral approach. Companies producing audio equipment have not hesitated to seize the opportunity to do their own pushing.

All this makes one cautious about adopting blindly what might prove to be just a fad. Yet common sense and a desperate need for more effective teaching procedures have stirred us. For the last three years the French department at Otterbein College has conscientiously carried on an experiment with mechanical learning aids. And *we have learned, too*. The fact that we are slowly but steadily adding to our equipment is indicative of a reasonable and satisfactory success. We are continually evaluating, sorting out techniques, casting aside those not really producing results, and trying any new angle that might be feasible. We have wanted to be certain that our successes were not merely based on techniques suited to a particular personality, but rather techniques so basic that they may be adapted and modified to the use of teachers in the other foreign language fields as well.

For the development of practical techniques; it has been essential, first, that we keep the Audio-Aids experiment within the framework of the regular college class schedule; second, that the cost of physical equipment and teaching staff be kept at a minimum. Only thus would there be developed a program adaptable to any language teaching situation. Early in our evaluation we had to accept the fact that the addition of mechanical aids required special teaching methods. It is these techniques which we have been trying to evolve.

Because of numerous inquiries from other teachers, and other schools, we dare to present our as yet imperfect findings, and the techniques evolved.

Our equipment to date boasts of these three types:

1. Record cutting machine
2. Wire recorder
3. Playbacks

The backbone of our Audio mechanism is the record cutter and playback team. Records have been used in connection with foreign languages study

for several decades, and with success varying with the ability of both teacher and student to use equipment *sanely* and effectively.

I feel sick at heart when some teacher says, "Oh, we use records in our language teaching. I devote one half hour every Friday class period to listening to the records."

What advantage do her records have over a well-prepared, wide-awake teacher?

What are her listening aims? Comprehension? Pronunciation? Motivation? Entertainment? Or a hope that by some mystical process a language sense will be transmitted from record to student?

What testing techniques are used after listening? They should, of course, be dependent upon her aims. But all I usually get from such a teacher is, "Oh, we talk about them," or, "They write little paragraphs about them."

Has anyone carefully considered the content, vocabulary, or grammar level of these records? Or provided for necessary repetition in vocabulary or grammatical form? Does the content of the record text make it a component part of the "regular work?"

This is *so* important! Is the record an *integral* part of the planned learning process, or is it a frill? Our aim has been to build a system without frills, where each technique and each piece of equipment pays for its keep, and pays as it goes. For this reason, we have found the average commercial record of very little use to us, especially in beginning classes. Hence, our record cutting machine. We are not going to indorse any brand of equipment, for I'm sure that there are many machines which will suit other people and other purses. These things were considered by us in the choice of a cutter:

1. Easy manipulation
2. Stability, durability
3. Fidelity—It was necessary to find a machine which had a cutting tone control in order to suit the individual voice and to produce the clear, unmuffled sounds necessary to a listener unaccustomed to the foreign tongue.
4. And, of course, our budget!

#### USE OF THE RECORD CUTTER

Our machine is used for cutting records of the daily pronunciation or conversation *assignments*. These records parallel or supplement the text, and there is always an available script to go with the record so that the student may be able to see and hear the language at the same time.

These records provide accurate drill during the *habit-forming* part of every elementary lesson. Since each class is individual, professionally cut records to parallel a particular text may become stereotyped. Our own records, cut to emphasize the particular needs of a particular class, are far

more practical, and less expensive, although more time consuming for the teacher who prepares them. We have enough able linguists on our staff handling the foreign tongue natively that we are assured of accurate results. It is an added aid to the beginning student to have to cope with just *one* training voice both in and out of class, especially during the first six weeks. Besides, we have evolved our own pattern in our recordings.

1. There is an attempt made to keep sentences fairly short for beginners.

2. They are spoken slowly enough to be quite distinct, *but without losing the foreign rhythm or sentence music*. Words or phrases, which in normal speech flow together or are heard in rapid staccato, are allowed to do the same in our drill exercises, though slowly enough to be distinct.

3. Each sentence is repeated twice. On the repetition the student is encouraged to imitate softly enough to hear the speaker, yet vocally enough to achieve the necessary tensing and flexing of vocal organs.

4. Space is saved on the "home-cut" records by including only the foreign sentences. The English translation is always present on the script of any *drill* material recorded. We believe that learning a language has nothing in common with "deciphering puzzles" and are anxious for the student to grasp the meaning and get into the "habit" process as soon as possible. The student repetition on the second reading of each sentence eliminates the long pause between sentences, a technique used in many commercial studies. By repeating with the speaker, the student is forced to keep up the "flow" of his speech, and actually hears only the correct speech. Any discrepancy between the speech of student and speaker is noticeable immediately, and it is a simple matter to set the playing arm back a few grooves and repeat any section without expensive gadgets for stopping and starting.

5. It has been proven very helpful to re-cut the drill material at a faster speaking rate for use as a comprehension study, after the mastery of the slower drill. Speed, naturally, may be gradually increased in drill, as the semester progresses.

6. Several sets of these records are made available to the student through the library reserve shelf, and are used as any reserve material in the preparation of daily lessons. We have no beautifully equipped laboratory as have some of the larger universities. But, although we envy them, we are still able to supply several listening posts, while playbacks in sorority rooms, fraternity houses, dormitories, et cetera are also put to use by individuals or groups of students. Perhaps there is here even some advantage over a controlled laboratory. Each student has access to the record, daily, and as often as he wishes. He is not forced to progress at a given speed in his ear-learning. He may listen to the recording six or sixteen times as he finds the need. Individual study also reduces teaching hours involved, and releases instructors for other work. Furthermore, our recorded material is



so closely linked with the daily classroom material that it must be used in daily lesson preparation.

Since students, by the time they have left the grades, are definitely eye-minded, ear training is a problem that needs systematic attention. Because we are striving to develop ear-learning, we do not, therefore, throw aside what aid we already get through eye learning. Imitation is just as "ready" through the eye as through the ear. There is much we can learn from the imitative techniques used in teaching deaf children. Eye learning and unconscious imitation of the teacher cannot be supplanted by records and ear learning. They must supplement one another. Hence, the insistence that study records be used *outside* of class or in a laboratory. In class the student is taught to imitate by *eye* and *ear* before he is left *alone* with the records. Thus you can never say: "Learn the next twenty basic sentences for tomorrow." There must be directed pre-study in class to achieve a maximum return from out-of-class drill. Through this out-of-class drill, the teacher's hands are freed for that part of the work one most desires, and for which one usually has the least time. Parrot-like repetition of set sentences is not conversation. It does develop rhythm, and a feeling for the relationship of words within a phrase. It *can* develop a "language sense" however, if carried one step further—reconstruction of similar sentences based on meaningful situations—practice in actual conversation. This in itself is one of the best ways of motivation—the continuous out-of-class study is necessary to keep up with the demands of class conversation.

#### Records in Advanced Language Work:

Records are valuable in advanced classes as well as beginning, but are used in a somewhat different way. Material to be memorized is also put on records. Because it is difficult for even an intermediate class to be certain of its pronunciation, the home learning is facilitated and made more accurate through listening and imitating. Here, again, we are reducing the necessity of "unlearning."

Records of plays to be learned cut down the length of the learning period, and the required number of rehearsals with the teacher. Such recordings also permit the student to become aurally aware of parts other than his own, and of the play as a whole, and therefore help in bringing about thinking in the foreign language.

A library of straight "listening" material for intermediate and advanced students is invaluable, *if keyed to the students' stage of progress*. At present there is very little good "graded" material on the market. Frankly, it is a slow, time-consuming business to make the records for this library—but we believe in the long run it will be time well spent. Not only can one expect "outside reading" from advanced students, but "outside listening"—still and forever stressing the *sound* of a language, an essential for any phase of language study and activity, except perhaps direct translation.

## WIRE RECORDER FOR CLASS AND LABORATORY DRILL

The record is only a portion of our mechanical equipment. Although the cutter is set up permanently in one room, available to teachers and advanced students under direction, the wire recorder is mounted on a table on wheels, so that its use is extended to any study location. This allows free circulation of the wire recorder to any classroom at any hour of the day, or, as is usually the case, for any part of the hour.

The wire recorder means a substantial saving in several ways. With the cutter permanently located in one room, and the wire recorder on a movable table, we greatly reduce record cuttings difficulties that cost us not only in repairs and ruined records, but in student and teacher time as well. Any material recorded on wire can be, if desired, brought back to the cutting room and transferred to permanent records, at one's leisure instead of under stress of the class situation. This also means better acoustics and better records. The wire recorder is used in class or laboratory for correction of pronunciation and free conversation. We have spliced into the wire recorder two microphones—one for the teacher and another on a long cord for student use anywhere in the classroom. In correcting pronunciation, this device is invaluable. The student makes an error, it is immediately corrected by the teacher; then he corrects his own mistake, and the pronunciation of the particular word may be studied when played back at leisure. The comparison of sounds provided by immediate correction is invaluable.

Too often in a foreign language classroom, the only person receiving value from oral work is the particular individual reciting. With the wire recorder, the speech or conversation can be played back to the class, and freely discussed without upsetting the speaker and making him forget "his lines." This is an exceedingly important contribution to our work. This possibility of repetition also allows the class to "soak up" words and phrases they could not catch the first time.

## SPEECH CLINIC

We have set up a "Speech Clinic" for foreign languages, a clinic where the student comes in for additional drill with teacher or student instructor. In this clinic, of course, the wire recorder is of inestimable value.

Attendance at this laboratory was at first optional—with the obvious and expected results—small participation. With all the ideal equipment and techniques at hand, one still has to take into account the normal variable human subject with which we deal! Our technique has progressed to a periodic diagnostic test on oral reading or speech, free or memorized, depending upon our aims. This test is checked, errors tabulated and analyzed. Our growing file of errors over a period of several years is beginning to yield an interesting bit of information! Then the students are assigned drill periods for as many sessions as seem necessary for their particular problems.

With a teacher and a student assistant working together in the clinic, a number of students may be helped within one two-hour clinic period and each individually.

A student coming in for clinical help hears his own recording, and has it analyzed for him while he notes the errors in the original text. He re-reads the same material for the clinic assistant to be sure he understands the corrections, and he looks for similar phonetic constructions in other familiar material. If, as is usually the case, his material is standard text or drill material, he is sent to a listening post with a record of the same material correctly recorded. Half a dozen students may progress to the listening post before the first student is called back to re-read his corrected paragraph. From there the drill proceeds to new, but similar material, read with the instructor, paying attention to correction and analyzing together the errors and causes. This last reading together is usually recorded on another wire so that the student may compare his pronunciation with the instantaneous correction offered by the professor. Approximately a half hour of the student's time has been consumed. Before the student returns for another clinic session, his new reading section is recorded on a disc and made available in the library.

We feel the laboratory technique as well as the use of Audio-Aids in regular class study to be of definite value. In order to be most effective, clinic recordings must be frequent, and carefully planned with relation to the course as a whole. This *does* require considerable time and effort on the part of the instructor, especially when he first starts out on such a project. But the pressure eases as one goes along.

Of especial importance is the Audio-Aids equipment to the French Phonetics Laboratory, an advanced course for department majors and practice teachers. Here almost the entire teaching technique is set up around the recording equipment and turntables, especially the wire recorder in drill work.

Even the language methods class is exposed to a unit on teaching techniques for Audio-Aids. Since so many high schools are awakening to the benefits of Audio-Visual Aids, it is important that our student teachers learn most effectively to use such techniques in their teaching. Our student teachers also eagerly request permanent records, not of their own speech, but of that of their professors—to use as a guide for and check on their own pronunciation later, in teaching situations.

Is it all worth the effort? I think the greatest thrill I've received from this entire experiment was from a first year class this fall—a class just three weeks old. After a dictation exercise, they were given "correction sheets" and asked to correct their own papers. To a person, those twenty-two people corrected those papers orally, entirely oblivious of the fact that they had so completely adopted ear-learning.

Are there any weaknesses or drawbacks to the system? Of course! It's very easy to teach for the sake of using the equipment instead of using the equipment for better teaching. It's possible, too, for a teacher to waste a great deal of class time in the use of equipment unless the aim of each exercise has been *carefully* worked out and kept consciously in mind. And, as I've said before, it is very time-consuming until the program really gets underway. But it's a thrilling kind of business!

Another stone in our path is motivation after the uniqueness wears off and at periods when time is so essential to a student. Then he wants to take a shortcut and omit the record drill. What he really does is to "short-circuit" his learning, not "short-cut" it. How does one motivate? How does one eradicate the periodic slump that always comes, say around Christmas, and around April or early May? Other teachers have at times written glowing reports on how Audio-Aids provide the necessary motivation. Frankly, I doubt it! Yes, while it is all new, or just before an examination period. But I think that's giving too much credit to mechanical learning aids. I believe the motivation must come from the teacher, his ability to awaken desire to learn, and keep that desire burning with as steady a light as possible. We must depend upon the teacher's ability to set a goal for his students and make that goal important enough to be achieved. The human inspiration in teaching cannot be relegated to any machine!

I feel that there is due a word to the wise: there is nothing so dangerous as the whole-hearted embracing of a new venture in its entirety. We began with just the record cutter, then gradually added one new phase after another as each phase began to solidify, and new equipment seemed indispensable. We still have less than \$400, all told, invested in our equipment. We truly look with envy upon the equipment and laboratories of others, but know we have only what is necessary as far as we have progressed. Much really can be done with a minimum amount of equipment and maximum planning. If we have a slogan to offer, it's "Discard without fear, and grow as you go."

LA VELLE ROSSELOT

Otterbein College  
Westerville, Ohio

# Notes and News

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## *Winter Quarter in Mexico*

The winter of 1950 will be the fifth time that the study-residence project, *Winter Quarter in Mexico*, will trek southward to use the facilities of Mexico City College for an eleven-weeks term.

The real growth of the college started with the approval of its work in February 1946 by the Veterans Administration. Soon the flow of G.I.'s was so great that a special V.A. office had to be established in the American Embassy. The V.A. office is authorized to make payments for the first three months on temporary papers and, during this elapse of time, basic documents usually have arrived for those staying longer than one quarter.

As the College has grown in size (between 700 and 800 the summer of 1949) it has grown in scope of academic work. From the start, Spanish language and literature has been the largest department. Beginners receive an intensive treatment. For the first two quarters they must spend two hours a day, five days a week, in classes distributed among vocabulary, grammar and reading for one hour and conversation and phonetics the second. Since from the start practically all the work of the students is conducted in Spanish, the required conversation classes drop to three days a week by the third and fourth quarters. With the laboratory of home life with a Mexican family and day-and-night Spanish-speaking environment, it can be seen that progress is very rapid. Naturally students with previous preparation are placed in classes appropriate to their backgrounds.

Meanwhile other course work goes on, conducted in English, similar to that of any other American liberal arts college. There is a strong department of Fine Arts, both History of Art and Applied Arts. Classes in Water Color, Life, Sculpture and Ceramics vie with the illustrated historical lectures of Justino Fernández, the Orozco-expert art critic, who is head of the department. The Department of Anthropology has a rich offering, from courses in Nahuatl to a colorful course on Mexican folkways. In a popular course on Mexican Music and Dances, the students actually learn to perform the folk dances.

In history, government, sociology and economics there are the usual basic courses, but also there are courses not found in the usual American colleges: Diplomatic Relations between Mexico and the U. S., Industry in Latin America, Survey of the History of Mexico, etc. Some of these courses are conducted in Spanish, affording a rich extension to the work of the Spanish department.

Two years ago the graduate division, Centro de Estudios Universitarios, was started under the co-direction of Dr. Lorna Stafford, Johns Hopkins Ph.D. in Spanish, and Dr. José Gaos former Rector of the University of Madrid, and Head of the Dept. of Philosophy. In June 1948 nineteen masters degrees were granted; in 1949 there were twenty-one.

In Education there are a few basic courses and some courses in psychology plus course work in special methods of teaching foreign languages. Elena Picazo de Murray, wife of Paul V. Murray, Vice President and Dean of the College, teaches a course in Teaching English to Latin Americans. Her long experience, her authorship of the widest selling English textbook in Mexican schools, her work as coordinator of the lower division Spanish courses in Mexico City College, give Mrs. Murray a rich foundation for this course. During the summer, D. Milton Shane, Visiting Professor from George Peabody College, gives courses on modern language teaching. In the winter, the writer has several methods courses in the catalogue which alternate, including a course on theory and materials, called, Teaching English as a Foreign Language.

In the winter of 1950, an innovation in Education will be a traveling workshop course for teachers of Spanish called *Field Workshop in Resources of Teaching Spanish*, directed by the writer. For three weeks the group will travel by deluxe motor coach to the principal cities, monuments and geographical features of Mexico. For the preliminary and accompanying academic work, lectures and reports, four hours credit may be earned. The Workshop is timed to start February 8th so that semester-plan students can enter after their first semester ends. The all-expense travel, being managed by a prominent Mexican tour company, will admit parents and friends along with the students as facilities permit.

Negotiations are under way for a second traveling workshop to see Mexico and Central America by Air. Two weeks, March 6 to 18, will be given to visiting Guatemala, Honduras, Costa Rica and Yucatan, and two credits may be earned for the workshop activities, under the direction of the writer. Students from semester-plan schools who enroll for one or more of these workshops will be able to enroll in the Spring Quarter session of Mexico City College, running from March 27 to June 9, and earn about as many credits as they would have earned at home.

The question of transfer of credits has been virtually solved by the long-time experience of transfers to Ohio State University and other schools. Mexico City College has been approved as a teacher training center by the Department of Education of the State of Texas. Special negotiations are under way by which the Southern Association of Schools and Colleges may issue special accreditation to institutions outside the limits of U.S.A. It is more than likely that registrars of most American schools will accept MCC credits.

This article constitutes a report of progress in an interesting project in international living and in teacher training. Readers of the *Modern Language Journal*, who are interested in having their students participate in these experiences may wish to ask questions about details of living conditions and costs and the undersigned is ready to cooperate in any way that he can be of service.

JAMES B. THARP  
Director of WQIM

Ohio State University  
Columbus 10, Ohio

### *A Proposal and an Invitation*

What have language teachers to do with the ideas John and Susie Jones express concerning international affairs at their bridge club and to their Congressman? Nothing, perhaps. It may be that they never sat in the classes of any such teacher or that, if they did, there may have been no visible connection between that experience and anything which has happened or is likely to happen outside the classroom. Quite possibly John and Sue feel that "those crazy Frenchmen" who uttered the inanities which the deciphering of the passage from their French II grammar represented them as substituting for thoughts "can't be expected to do anything sensible anyway." The result, this is to say, of exposure to language study, may sometimes be either nil or negative.

But it is our conviction, demonstrated convincingly in numberless instances, that the experience of really learning something significant about the means of expression of another people contributes an essential ingredient to the qualities of world mindedness we so desperately need to cultivate today.

Whatever an alert and well informed teacher using the best available materials can do to help U. S. citizens attain more mature attitudes towards their present day global responsibilities is—whatever else it may be—a partial fulfillment of our own individual responsibilities as citizens. We all know that our machinists and our stenographers, our clerks and our housewives, are rapidly becoming acutely conscious of the extent of our world commitments and also of the possibilities of visiting, within a two weeks vacation if necessary, the more glamorous world capitals or the remoter sections of our particular planet. In these days of racing



against annihilation who can permit himself to feel that anything less than the most he knows how to do towards the building of better understandings is his acceptable contribution?

Convinced as we may be of this, we must have some opportunity to present our wares John and Sue, Bob and Betty, or they will obviously fail to receive that bit of appreciation or of stimulation which might conceivably grown into a whole changed attitude. Regrettably or otherwise, languages are found week by week to be dropping from the required lists and must stand entirely on their merits and their appeal.

On the basis of what information or impressions can we hope that John and John and Joan will choose to avail themselves of our offerings? Few students would deliberately choose languages as a means of "improving international relations and understandings." But how many more of them who ever cross state or national boundaries would think of themselves as participating actively in interstate commerce or in international trade?

An often neglected fact is that for whatever reason students enter the classes, including that of requirement, there is reason to hope that they will find sufficient reward to continue of their own accord. In this connection an observation made in an official publication of the National Institutional Teacher Placement Association is apropos. They found that the fields most likely to be crowded by teacher applicants are those which are most commonly and extensively required, that having been forcibly exposed to given fields a considerable proportion of the students found they liked those and wished to continue in them.

In our own case, a sizable proportion of students will take up language study because they have some hazy or perhaps overly roseate idea of "using language in their work some day." The teacher may feel that since Sally's dream of becoming an interpreter for the U.N. is foredoomed to disappointment, it is her bounden duty to discourage such impossible day dreams. But why get curvature of the spine by leaning over backwards? What does the instructor really know about the actual possibilities that do exist? Day by day there are jobs and positions being filled by applicants who have no language background where such would be desirable but for which no one who included that accomplishment in his qualifications presented himself. Or he may have a smattering, enough to start on, in place of the more adequate knowledge which would enhance his usefulness, or perhaps his value from a public relations standpoint—and, not just incidentally, his earning capacity.

Certainly no teacher is going to encourage deliberately ambitions that are or seem hopeless and extravagant. But, for that matter, who claims infallibility in selecting from any graduating class the individual "most likely to succeed"? It is indicative of the public's attitude that prominent educators and vocational counselors are stating with increasing frequency and emphasis that it is a part of the classroom teacher's responsibility that he be able to counsel students intelligently concerning vocational possibilities in his field. Obviously no counselor can be a specialist in all fields. In the case of foreign languages, most of the commercial "occupational information sheets" are wholly inadequate. Presumably, however, all readers of the *Journal* are acquainted with the publication "Vocational Opportunities for Foreign Language," without doubt the best single publication in the field.

One thing is sure. All young people have been asked by their elders, have asked themselves and have asked each other since kindergarten days, "What do you want to be when you grow up?" That "to be" definitely means occupation, with the implicit understanding that one's vocational choice will play a determining part in one's associates, choice of a life partner, and place in the social order. One of the too few constructive results of the war was a vast increase in the development on a national scale of testing services and occupational counseling. The human need to which it responds is demonstrated vividly, however, by the concomitant growth of quack "testing services" and growth of pamphlets and pulp magazines representing various "... ologies" that will supposedly reveal to the seeker the sure path he is "suited" or "meant" to follow. This involves, of course, in the long run much tragedy and social waste. So let us, while eschewing any powers of divination, see that so far as possible, all language teachers know considerable about the ways in which knowledge of a foreign language can contribute to

the vocational opportunities open to their students. Often it may be well for one particularly well informed and interested member of the department to be designated as official counselor—with appropriate adjustment of his teaching load. But in any case, let us see to it that young people who come seeking bread are not turned away with stones.

How typical is the case of a student who wrote in recently asking for information? With one more semester before graduation from college, with a well planned program including language and shorthand nearing completion, with a record of participation in college activities, he asks, "Where can I start looking for the type of employment that would require the above mentioned skills? . . . Local attempts at finding information have led to blank walls." He wrote gratefully that my reply was the first real information he had received about how he might start out to market his skills.

To such students and to the vastly greater number who have progressed less far and with less thoughtful planning along the path to productive employment it is often of great interest, encouragement, and even inspiration to learn of someone who actually has followed a given path. Seldom, naturally will a second person follow precisely the same blazed trail, but a suggested plan of action may open up a new method of approach, probably not the specific one suggested but stemming from the idea offered. (I know. The high school English teacher who told us about how she had worked her own way through college gave others as well as the writer a glimpse of possibilities which led out of the provincial inland town which would otherwise have remained the horizon for some if not all of us.)

Perhaps a word should be said about the girls who will (or who expect to be) in the labor market for a short time only and who are therefore sometimes felt to be scarcely worth bothering with. Who was the teacher in a women's college who when offered what seemed an advancement in a men's college said that he preferred to remain where he was? "When you teach a man," he said, "you instruct only an individual; when you teach a woman, you influence a family."

What we propose to do here then is to provide for teachers and for those students who care to read them real life incidents of people in different sections of the country and in a variety of socially constructive occupations who have found their knowledge of one or more foreign languages a useful or perhaps indispensable asset en route to his (or her) present position in the performance of the duties of his current occupation or office.

To start with the Editors will supply the accounts, but contributions will be welcome. Probably each of the *Journal's* subscribers has at least one interesting and stimulating story about a friend or acquaintance who illustrates the value of "a knowledge" (perhaps "a working knowledge," perhaps "bilingualism") in the road he has pursued in a socially constructive vocation, office, or career.

In addition it will be well at times to point out specific ways by which young people might at the present time get started in those all important first steps which can do so much to determine subsequent directions.

IRENE ZIMMERMAN

*Bucknell University*

### *Fellowship Students in French Universities*

Sailing September 14 on the Queen Mary were 10 members of a group of 25 American students who have received French Government fellowships for a year of study in France. This announcement was made September 12 by the Institute of International Education, 2 West 45 Street, New York. The Institute is the administering agency for these awards, which were made by the French Government through the Direction Générale des Relations Culturelles of the Ministry of Foreign Affairs and the French Cultural Services in New York. The fellowships provide free tuition at a university in France and a monthly stipend for living costs during the academic year.

The students, who come from all sections of the United States, are attending the universities of Paris, Bordeaux, and Grenoble. They are studying in such fields as International Relations, French Language and Literature, Political Science, Art, and Drama.

The French Government has also awarded renewals of their fellowships to 7 Americans now in France, who studied under similar grants last year. This fellowship program has been carried on by the French Government, with the cooperation of the Institute of International Education, since 1925. Interrupted during the war years, it was resumed in 1946. In addition to administering these French awards, the Institute of International Education carries on an educational exchange program for students, specialists, lecturers, and trainees from 53 countries to come to the United States, and for Americans to go to 15 countries abroad.

Also on the Queen Mary on September 14 were 17 members of a group of 40 Americans who have received awards as teaching assistants from the French Government. They have taken up their duties as part-time English instructors in lycées and normal schools in many parts of France, where they may also study in universities. Their living expenses for the academic year are paid by the French Government, and the universities give free tuition. These Assistantships are also administered by the Institute of International Education.

### *American Association of University Women, 1634 Eye Street, Northwest, Washington 6, D. C.*

The Association offers a number of fellowships to women graduate students for study in the United States and Abroad. These fellowships are awarded in general to candidates who have completed two years of residence work for the doctor's degree, or who have already received the degree. The greatest importance is attached to the project on which the candidate wishes to work, its significance, and the evidence of the candidate's ability to pursue it. Application and supporting materials must reach the office in Washington by December 15, 1949. Detailed information must be given on request.

### *Language Scholars Honored*

Three foreign scholars—a Spaniard, a German, and an Italian—were honored at the 64th annual meeting of the modern Language Association of America which was held at Stanford the early part of last month. They were made Honorary Members of the Association.

The honored scholars are: *Dámaso Alonso*, professor of Romanic Philology at the University of Madrid and a member of the Spanish Royal Academy of Languages; *Carl von Kraus*, professor emeritus of German Language and Literature at the University of Munich, where he was active on the faculty from 1917 to 1935; and *Attilio Momigliano*, professor of Italian Literature at the University of Florence.

### *A Goethe Program*

Preparations are in progress here at Kent State University to celebrate the two hundredth anniversary of Goethe's birth on November 22. Attempts are being made to make it a campus project. The English department will cooperate by assisting in securing a speaker for an assembly which will be open to students, faculty and friends, and which will be held at some time during the day. Another program, also open to students, faculty and friends, will be given in the evening, in which the dramatics, music, art, English and foreign language departments will take part. It will consist of dramatic presentations of parts of Faust and of musical selections based on Goethe's works. After the evening program there will be an art display by the art department of paintings contemporary to Goethe's time, at which tea will be served by the language and International Relations clubs.

W. G. MEINKE

*Kent State University*

## *Meetings and Reports*

### CENTRAL STATES MODERN LANGUAGE TEACHERS ASSOCIATION

The thirty-second annual meeting was held at the Cleveland Hotel in Cleveland on April 29-30, 1949. Dr. E. B. de Sauzé was the local chairman; Mr. Eugene Dawson was chairman of the registration committee and Mr. Walter Du Breuil was in charge of exhibits. The executive Council held a stated meeting on Friday afternoon.

Seventeen firms purchased sixteen and one-half pages of advertising space in the program and seventeen firms had exhibits at the meeting. Of these, two were distributors of films, two of recording instruments, at least three handle phonograph systems as well as books, and the remainder were book companies. The theme of the meeting was "Foreign Languages and the Curriculum." A total of 273 persons filled out registration cards and some persons present failed to register.

At the annual Friday evening banquet, attended by 149 persons, Dr. E. B. de Sauzé presided. Greetings to the Association in the name of his respective constituency were offered by Dr. Samuel F. Will, President of the Association, by Dr. Leonard W. Mayo, Vice President of the Development Program, Western Reserve University, by Rev. Edward McCue, S. J., Dean of John Carroll University, and by Dr. Mark C. Schinnerer, Superintendent of Cleveland Schools. The address of the evening was delivered by Dr. Carl Frederick Wittke, Dean of the Graduate School of Western Reserve University, on the topic, "An Historian Looks at Modern Language Teaching."

During the dinner a quartet of high school students furnished music and a program of entertainment followed the dinner. Cleveland College students, directed by Mrs. Leo Kuper-smith, played a scene from Molière; East High School students, directed by Miss Ida Budde, conducted a panel discussion about the bi-centennial of Goethe; and John Adams High School students, directed by Miss Mildred Jarrett and Miss Mary Linda Do, presented a Pan-American pageant. Films were shown before the banquet and after the program by courtesy of the International Film Bureau of Chicago.

The general session was called to order in a business session at 9:00 A.M. The report of the secretary-treasurer was read. A proposed amendment to Article III of the Constitution, which had been approved by the Executive Council, was read: "Emeritus membership and Associate membership may be established under conditions as provided in the bylaws." It will be submitted to the membership for adoption.

The following amendments to the bylaws, which had been approved by the Executive Council, were read to the Association:

Bylaw 1 to be amended to read, "Members shall pay a fee of \$3.50 a year of which \$3.00 will be sent to MLJ." Add: "Emeritus membership, at no cost to the member, may be granted to any person who, having been a member of the Association for the last five years, retires from active duty in his professional position." Add: "Associate membership, without power to vote and without a subscription to the MLJ, may be obtained from the Secretary-Treasurer at annual dues of \$1.00." (This will be limited to very special cases.)

Bylaw 3a to be amended to read: "Within three months after assuming office, the President will appoint a Nominating Committee of three persons who have been officers or delegates but are not active at the time. These three, by common consent, may request the President to add two others, if, in their opinion, the committee be not equitably constituted to represent the various interests of the membership as affected by geography, instructional level and foreign language specialization. Consent to serve must be obtained in all cases before appointment."

The first sentence of Bylaw 3b to be amended to read: "When the term of office of any officer expires, the Nominating Committee shall canvass the membership for suggestions for each vacancy and shall present names for the various offices—at least to candidates for each office."

The following actions of the Executive Council were reported: (a) The four CSMLTA delegates were instructed to memorialize the National Federation of MLTA urging resumption of publication of the "Annotated Bibliography of Modern Language Methodology" in the MLJ from the time it was abandoned. (1945 was the last year covered.) (b) A new section to be called "Teacher Training" was approved to start with the 1950 meeting. (c) The 1950 meeting will be held at Indianapolis on the theme "New Frontiers for Modern Languages." (The Hotel Lincoln will be headquarters; the dates are April 28-29.)

The following resolutions were read by Professor Elton Hocking, chairman of the Resolutions Committee (members: Elfriede Ackermann and S. L. Pitcher), and adopted by vote of the Association:

*First:* The Central States Modern Language Teachers Association at its thirty-second annual meeting in Cleveland, April 29-30, 1949, expresses its approval and commendation of concurrent resolution number 8, which calls for official encouragement of the study of foreign languages. This Resolution was introduced into the Senate of the United States by Senator Elmer Thomas of Oklahoma.

The Association urges its members to write to the Committee on Labor and Public Welfare, Senator Elbert Thomas of Utah, Chairman, requesting favorable action on this Resolution which was referred to it.

*Second:* Our Association expresses its appreciation of the tireless and efficient work of the local Committee, for the excellent arrangements which have made possible a successful meeting.

*Third:* The Association commends the management of the Hotel Cleveland for its superior service and its consideration in facilitating the arrangements for this meeting.

*Fourth:* The Association takes particular pleasure in saluting its distinguished member, Dr. Emile B. De Sauzé, in recognition of the unique service which he has rendered to the cause of foreign language teaching, not only in Cleveland, but throughout the entire nation. His achievements have made his name a symbol of sound and progressive teaching which will remain an inspiration to us for many years.

The only address of the program session was presented by Dr. Gordon N. Mackenzie, Professor of Education and Specialist in Curriculum, Teachers College, Columbia University, on the topic "Foreign Language Study in the American School System." He gave the historical background of the present-day curriculum and a few comments on the part played by foreign language study.

The assembly then divided into four panel discussions which spent an hour discussing the further implications of the topic with respect to the study level represented by each panel: *College and University*—C. R. Goedsche, E. Hocking, W. M. Miller; *Senior High School*—Laura Johnson, C. J. LeVois, Gertrude Weathers; *Elementary and Junior High School*—Frances Patterson, Annette Pastorelle, Margaret V. Harold; *Teacher Training*—C. H. Hand-schin, W. V. Kaulfers, W. G. Merhab.

Dr. Mackenzie's address and all four discussions were recorded on tape.\*

At noon 209 luncheons were served in five divisions: *French* (68 present), Wm. M. Miller, President of Ohio chapter of AATF, presiding; speaker, Professor Jean Guiguet, Kenyon Col-

\* By courtesy of the Magnetic Recording Industries of Cleveland. These reels of tape, as a group or singly, may be borrowed on payment of transportation costs both ways by applying to the Secretary-Treasurer.



lege, "Anatole France: Révision d'un procès." *German* (32 present), T. C. Dunham, Ohio Wesleyan University, presiding; speaker, Dr. Raymond Spahn, American College Bureau, Chicago, "The Amerika-Häuser in Germany." *Italian* (14 present), James J. Peirola, John Carroll University, presiding; speakers, Rev. Edward McCue, John Carroll University, and Dr. Gabrio di San Marzano, Italian consul in Cleveland. *Slavonic* (18 present), Olga Fedoroff, Cleveland College, presiding; speaker, Dr. Joseph Remenyi, Western Reserve University, "Universal Significance of Linguistic Knowledge." *Spanish* (77 present), Lucille Mercer, President of Northern Ohio Chapter of AATSP, presiding; music by students of Baldwin-Wallace College; recordings by Spanish students at Lakewood High School; greetings by Mexican Consul Ramón Gaul; speakers, Miss Dorothy Kimmel; Lempco Products and Lempco International, "An Export-Import Manager Looks at Modern Languages"; Professor Alberto Pamies, Kent State University, "Cuba en la actualidad."

The luncheon programs merged into the sectional programs in the same rooms at 2:00 p.m.

*French* (100 present). John T. Fotos, Purdue University, *Chairman*; Miss Sylvia Brewer, Rockford, Illinois, *Secretary*. Papers: 1) Round-Table Discussion—"The Uses of the Aural-Oral Approach in the Teaching of Beginning French Courses in High School and College: Points for and against it." Speakers: C. J. LeVois, University High School, University of Iowa; Julian Harris, University of Wisconsin; Elton Hocking, Purdue University; Louis De Vries, Iowa State College; Harry Wann, Indiana State Teachers College. 2) "The Teaching of Pronunciation in the Aural-Oral Method." C. E. Paramenter, University of Chicago. 3) "Modern Language Pedagogy Marches On—in Zig-Zag," E. B. de Sauzé, Director of Foreign Languages, Cleveland Schools.

*German* (80 present). George J. Metcalf, University of Chicago, *Chairman*; William I. Schreiber, College of Wooster, *Secretary*. Papers: 1) "Goethe and Grillparzer," Frank Horvay, Wabash College. 2) "Faust and Robinson Crusoe," Bernhard Blume, Ohio State University. 3) "A Re-examination of Goethe's Mephistopheles," E. Heyse Dummer, University of Tennessee. Elfriede Ackermann, 1918 Eddy Street, Chicago, announced that the report of the Committee on Correlation of High School and College German, consisting of 22 pages mimeographed, will be available on request.

*Italian* (12 present). Robert F. Roeming, University of Wisconsin at Milwaukee, *Chairman*; James J. Peirola, John Carroll University, *Secretary*. Papers: 1) "Come infondere entusiasmo agli studenti d'italiano ed accrescerne l'arruolamento," Orfea Barricelli, Western Reserve University. 2) "Oral-Reflective Approach to the Study of Italian," Anton Napoli, Michigan State College. 3) "Di alcuni aspetti e problemi psicologici nell' insegnamento delle lingue estere," Angelo Danesino, John Carroll University.

*Slavonic* (25 present). Mrs. Olga Fedoroff, Cleveland College, *Secretary*, presided in place of the chairman, Mrs. Justina Epp, Ohio State University, who was absent because of the illness of her husband. Papers: 1) "Word of Welcome," E. B. de Sauzé, Cleveland Board of Education. 2) "Tolstoy: the Moralist and Philosopher," Leo Gleisser, Western Reserve University. 3) "First-Year Russian: Method and Objectives," Lila Pargment, University of Michigan. 4) Read by title only, "What to Stress in Second-Year Russian," Mrs. Epp.

*Spanish-Portuguese* (90 present). D. F. Ratcliff, University of Cincinnati, *Chairman*; Helene B. Pirritte, Hirsch High School, Chicago, *Secretary*. Papers: 1) "Preliminary Report on a Program for Translator-Interpreters," read by Glenn Barr, Miami University, in absence of Jacob Ornstein, Waldorf College, who was chairman of the committee which prepared the report. Other members were: Mary L. Heiskell, Memphis State College; Ruth Reed, Valparaiso University; and James O. Swain, University of Tennessee. 2) "Perspectiva de la novella contemporánea," S. N. Treviño, University of Chicago. 3) "Use of Recorder and Radio Equipment in Language Instruction," F. Dewey Amner, assisted by Anthony Taraskiewicz, both of Kent State University.



Officers of the 1950 Sections

*French*

*Chairman*—Julian Harris, University of Wisconsin, Madison, Wis.  
*Secretary*—Miss Frances Patterson, 18 Beverly Place, Dayton, Ohio

*German*

*Chairman*—Helmut Rehder, University of Illinois, Urbana, Ill.  
*Secretary*—E. Heyse Dummer, University of Tennessee, Knoxville, Tenn.

*Italian*

*Chairman*—James J. Peirola, John Carroll University, Cleveland, Ohio  
*Secretary*—Paul F. Bosco, University of Notre Dame, South Bend, Ind.

*Slavonic*

*Chairman*—Michael Ginsburg, Indiana University, Bloomington, Ind.  
*Vice-Chairman*—Mrs. Marina Wolkonsky, Rockford College, Rockford, Ill.  
*Secretary*—Andrew Kaufman, Kenyon College, Gambier, Ohio

*Spanish-Portuguese*

*Chairman*—Miss Helen Humphreys, Glenville High School, Cleveland, Ohio  
*Secretary*—Miss Hazel Messimore, Kent State University, Kent, Ohio

*Teacher-Training*

*Chairman*—Walter V. Kaulfers, University of Illinois, Urbana, Ill.  
*Secretary*—Miss LaVelle Rosselot, Otterbein College, Westerville, Ohio

Respectfully submitted,  
 JAMES B. THARP  
*Secretary-Treasurer*

*Ohio State University*  
*Columbus 10, Ohio*

## *Personalia\**

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Adelphi College, Garden City, New York. Division of Languages and Literatures.

Change: Chairman of the Division of Languages and Literatures.

From Siegfried Muller to Ruth Richardson.

Promotions: Siegfried Muller to Associate Professor.

Ruth Richardson to Associate Professor.

Return from leave: Siegfried Muller from Columbia University.

University of Akron, Akron, Ohio. Department of Modern Languages.

Appointments: A. J. F. Zieglschmid—Associate Professor of German.

Allegheny College, Meadville, Pennsylvania. Department of Modern Languages.

Leave of Absence: Robert Crispin—Assistant Professor of German—study.

Promotions: Miss Blair Hanson to Associate Professor of French.

Amherst College, Amherst, Massachusetts. Department of German.

Leave of Absence: Anthony Scenna—Professor—study and travel (second semester).

Promotions: Murray B. Peppard to Assistant Professor.

University of Arizona, Tucson, Arizona. Department of German.

Appointments: G. H. Danton—Visiting Professor.

Deaths: Professor William Kurath—March 9, 1949.

Promotions: J. R. Beck to Assistant Professor

F. J. Schmitz to Head of Department.

Return from leave: G. Munding from Government service, Washington, D. C.

Bethany College, Bethany, West Virginia. Department of Modern Languages.

Retirements: Professor Pearl Mahaffey—40 years of service.

Bob Jones University, Greenville, South Carolina. Department of Spanish.

Appointment: Doris F. Dorland—Head of Spanish Department—from Middlebury College.

Boston College, Chestnut Hill, Massachusetts. Department of Romance Languages.

Appointment: Vincent A. McCrossen—Professor—from Marietta College.

Promotions: Rev. Wilfred Bouvier, S. J. to Assistant Professor. Rev. Joseph D. Gauthier, S. J. to Head of Department.

Boston University, Boston, Massachusetts. Department of Romance Languages.

Appointment: Antonio Regalado—Professor—Visiting Lecturer on Spanish.

Death: Professor Emeritus James Geddes, Jr.—September 29, 1948.

Leave of Absence: Camillo P. Merlino—Professor—study and travel in Europe (second semester).

Bowdoin College, Brunswick, Maine. Department of Romance Languages.

Promotion: Eaton Leith to Professor of Romance Languages.

\* The following material has been received between June 15 and August 1, 1949. Only those of the rank of Assistant Professor and above are included.

Bowling Green State University, Bowling Green, Ohio. Department of Foreign Languages.

Promotions: Bertil G. F. Sima to Associate Professor of German, Cecil L. Rew to Professor of Foreign Languages.

Return from leave: Robert A. Litzinger—Assistant Professor of Spanish—from study at Ohio State University.

Brandeis University, Waltham, Massachusetts. Department of Romance Languages.

Appointment: Dr. Claude A. Strauss—Lecturer in Romance Languages and Literature.

Promotion: Joseph I. Cheskis to Associate Professor of Romance Languages and Literature.

Bridgewater College, Bridgewater, Virginia. Department of Modern Languages.

Return from leave: John W. Basta—Assistant Professor—from George Washington University.

Brown University, Providence, Rhode Island. Division of Modern Languages.

Leave of Absence: Hunter Kellenberger—Professor—to do research (first semester). Albert J. Salvan—Associate Professor—research in France (second semester).

Promotions: Marcel Moraud to Assistant Professor of French. Roy Wiggin to Assistant Professor of French.

Resignation: Detlav Schumann—Professor of German—to University of Illinois.

Bryn Mawr College, Bryn Mawr, Pennsylvania. Department of French.

Appointment: Jacques Guicharnaud—Lecturer—from Paris, France.

Leave of Absence: Germain Breé—Professor—research in Paris.

Promotion: Germain Breé to Professor.

University of Buffalo, Buffalo, New York. Department of German.

Promotion: J. Alan Pfeffer to Professor.

Resignation: Anne Marie Sauerlander—Professor—to University of Washington.

California State College, San Jose, California. Department of Modern Languages.

Death: Mrs. Meta Marion Gordoy—July 20, 1948.

Leave of Absence: Wesley Goddard—Assistant Professor—study in Paris.

Return from leave: Winifred Ferris—Associate Professor—from Stanford University.

Catholic University, Washington, D. C. Department of German and Comparative Philology.

Appointment: Charlotte Forsyth—Lecturer in German.

Promotion: James A. Geary to Professor.

Resignation: Dr. C. H. Leineweber.

University of Chicago, Chicago, Illinois. Department of Germanics.

Promotion: Arnold Bergstraesser to Professor.

University of Cincinnati, Cincinnati, Ohio. Department of Romance Languages.

Appointment: Robert Kirsner—Assistant Professor—from Princeton.

Coe College, Cedar Rapids, Iowa. Department of Romance Languages.

Promotion: Dr. Jarvis B. Burner to Associate Professor of Romance Languages.

Colgate University, Hamilton, New York. Departments of Romance Languages and German.

Resignations: George Rosen—Assistant Professor—to Wartburg College, Iowa. Carl Keul—to Florida State Teachers College.

Colorado A. & M. College, Fort Collins, Colorado. Department of Modern Languages.

Appointment: Wilson E. Wilmarth—Professor of Modern Languages—from Bradley U.

Columbia University, New York, N. Y. Departments of French and Germanics.

Appointment: Benjamin Hunningher—Professor.

Leave of Absence: L. P. G. Peckham—Associate Professor—research. Carl F. Bayerschmidt—research (spring session 1949).

Promotions: Henry C. Hatfield to Associate Professor. J. M. Stein to Assistant Professor.

Resignation: Reginald H. Phelps—Assistant Professor—to Harvard.

Return from leave: Jean-Albert Bédé—from France. Carl F. Bayerschmidt—from Sweden.

University of Connecticut, Storrs, Connecticut. Department of Foreign Languages.

Appointment: Dr. Isidore Silver—Assistant Professor—from Brown University.

Promotions: Dr. Hans A. Maier to Assistant Professor. Nicholas Golub to Assistant Professor.

Cornell University, Ithaca, New York. Division of Modern Languages.

Appointment: Jean Bruneau—Assistant Professor—from Columbia.

Promotions: Charles F. Hockett to Associate Professor. William G. Moulton to Professor.

Retirement: Georges Connes—Visiting Professor.

Dartmouth College, Hanover, New Hampshire. Department of Romance Languages and Literatures.

Leave of Absence: Harold E. Washburn—Professor (sabbatical first semester). José-Maria Arce—Professor (sabbatical first semester). Leroy J. Cook—Professor (Sabbatical second semester). Francois Denoeu—Professor (sabbatical second semester). Alvin L. Pianca—Professor (sabbatical second semester).

Promotion: Franciso Ugarte to Assistant Professor.

Retirement: Ernest R. Greene—22 years of service.

Return from leave: Ramon Guthrie—Professor—from Sabbatical leave. Warren E. Montsie—Professor—from Sabbatical leave.

Davidson College, Davidson, North Carolina. Department of Spanish.

Appointments: James Young Causey—Professor—from Emory University. Charles Wimberly Roberts—Assistant Professor—from Emory University.

Death: Professor F. K. Fleagle—1948.

Leave of Absence: P. N. Trakas—study.

Return from leave: P. N. Trakas.

University of Dayton, Dayton, Ohio. Department of German.

Promotion: Justus Rosenberg to Assistant Professor.

University of Delaware, Newark, Delaware. Department of Modern Languages.

Appointment: Elbert D. Turner, Jr.—Assistant Professor—from University of North Carolina.

Return from leave: George E. Brinton—Associate Professor—from Columbia University.

DePauw University, Greencastle, Indiana. Department of Romance Languages.

Leave of Absence: Woodrow Most—Assistant Professor—study at Laval.

Promotions: Mildred Dim to Professor. Le Grand Pennis to Associate Professor. Edith Sublette to Associate Professor.

Duchesne College, Omaha, Nebraska. Department of Modern Languages.

Appointment: Elena Facio—Professor—from College of Sacred Heart, Puerto Rico.

Emmanuel College, Boston, Massachusetts. Department of French.

Appointment: Sister Marie Immaculata—Assistant Professor.

- Evansville College, Evansville, Indiana. Department of Modern Languages.  
Promotion: F. Woody Werking to Professor and Head of Department.  
Resignation: Thomas William Doherty—Assistant Professor—study at Sorbonne.
- Fenn College, Cleveland, Ohio. Department of Modern Languages.  
Retirement: Frank Tomich—Associate Professor—29 years.
- Florida State University, Tallahassee, Florida. Department of Modern Languages.  
Resignation: Paul T. McCarty—Associate Professor—return to William Jewell College.
- Franklin and Marshall College, Lancaster, Pennsylvania. Department of Romance Languages.  
Promotions: Carl Hartzell to Professor. Luis J. Navascues to Associate Professor.
- Fresno State College, Fresno, California. Department of Foreign Languages.  
Promotion: Carlos Rojas to Head of Department of Foreign Languages.  
Resignations: C. W. Bird—Professor (as Head)—resume teaching and research.
- Furneau University, Greenville, South Carolina. Department of Modern Foreign Languages.  
Appointments: Arthur H. Moehlenbroch—Associate Professor—from University of Florida.  
Gordon Clyde Harrison—Assistant Professor—from University of North Carolina.  
Resignation: A. L. Cheels—Assistant Professor—health.
- George Washington University, Washington, D. C. Department of Romance Languages.  
Leave of Absence: L. C. Keating—to direct University of Maryland Foreign Study Group in Paris.  
Promotion: Rafel Sufervia to Assistant Professor.
- Goucher College, Baltimore, Maryland. Department of Romance Languages.  
Appointment: Georgette Caskie—Assistant Professor.
- Grinnell College, Grinnell, Iowa. Department of Modern Foreign Languages.  
Appointment: Beth Noble—Assistant Professor—from University of Kansas.
- Harvard University, Cambridge, Massachusetts. Department of Romance Languages and Literatures.  
Appointment: Juan Lopez Marichal—Assistant Professor—from John Hopkins.  
Leave of Absence: Marcel Francon—Associate Professor—research  
Promotion: Raymond Cartier to Assistant Professor.  
Resignation: Robert J. Niess—Assistant Professor—to University of Michigan.  
Return from leave: Jean Seznec—Professor—from France.
- Haverford College, Haverford, Pennsylvania. Department of German.  
Promotion: Harry W. Pfund to Professor.
- Hofstra College, Hempstead, New York. Department of French.  
Promotion: Henri Brugmans to Associate Professor.
- University of Illinois, Urbana, Illinois. Departments of Spanish and Italian and Germanic Languages.  
Appointments: Alfredo Cantón—Visiting Assistant Professor—from University of Panama and Washington University, St. Louis, Detlev W. Schumann—Professor of German—from Brown University. Francis J. Nock—Assistant Professor—from University of Wichita.  
Death: Professor Emeritus Neil C. Brooks—March 12, 1949.  
Leave of Absence: John Van Horn—to South America (sabbatical). Herbert Penzl—Assistant Professor—study of Afghan language.

Promotion: Henry Kahane to Professor.

Return from leave: Henry Kahane—Professor—from Mexico.

State University of Iowa, Iowa City, Iowa. Departments of Romance Languages and German.  
Appointment: Guivi Malville—Visiting Lecturer—from France. Edgar A. List—Assistant Professor.

Leave of Absence: Alexandre Aspel—Assistant Professor—research in France.

Promotion: C. J. Le Vois to Associate Professor.

Resignation: Elfrieda P. Bestelmeyer.

John B. Stetson University, De Land, Florida. Department of French.

Leave of Absence: Frances C. Thornton—Professor—Carnegie Grant to study.

Johns Hopkins University, Baltimore, Maryland. Department of Romance Languages.

Appointment: Bruce W. Wardropper—Assistant Professor—from University of Pennsylvania.

Resignation: Vincente Llorens—Assistant Professor—to Princeton University.

University of Kansas, Lawrence, Kansas. Department of Romance Languages and Literatures.

Promotion: Barbara M. Craig to Assistant Professor.

Retirement: Roy Towne—Assistant Professor—29 years of service.

University of Kentucky, Lexington, Kentucky. Departments of Romance Languages and German.

Appointment: T. C. Walker—Associate Professor.

Leave of Absence: Hobart Ryland—research in Paris.

Promotions: J. E. Hernandez to Acting Head of Department (1949 and 1950). Paul K. Whitaker to Professor of German.

Resignation: Alfred von der Heydt.

Linfield College, McMinnville, Oregon. Department of Modern Languages.

Retirement: P. D. Woods—20 years of service.

Louisiana State University, Baton Rouge, Louisiana. Departments of Romance, and Germanic, and Slavic Languages.

Appointment: Elliot Dow Healy—Associate Professor—from University of Texas.

Leave of Absence: Alfred S. Hayes—Acting Head of German Department—work on Ph.D.

Resignations: Cecil G. Taylor—Professor—to Head department at Emory University.

Veikko Väänänen—Visiting Professor—to return to University of Helsinki.

Loyola College, Baltimore, Maryland. Department of Modern Languages.

Promotion: Vincent J. Colimore to Assistant Professor and Chairman of Department.

University of Maryland, College Park, Maryland. Department of Foreign Languages.

Appointment: W. E. English—Assistant Professor—from University of Texas.

Leave of Absence: A. J. Prah—Professor—to Zurich as Head of University of Maryland study group.

Promotions: Dieter Cunz to Professor. Eitel Dobert to Assistant Professor.

Return from Leave: W. R. Quinn—Associate Professor—from Paris.

Massachusetts Institute of Technology, Cambridge, Massachusetts. Department of Modern Languages.

Appointments: Eduardo Azuola—Lecturer—from Boston College. James W. Perry—Associate Professor—from Library Fellow, M. I. T.



McPherson College, McPherson, Kansas. Department of Modern Languages.

Appointment: Mary Eleanor Lockwood—Associate Professor.

Miami University, Oxford, Ohio. Departments of Romanic Languages and German.

Leave of Absence: Jacques Breitenbucher—University Officer at the University of Heidelberg, Germany (continued). Howard Chace—study at Laval University.

Return from leave: L. P. Irvin—from military service.

Middlebury College, Middlebury, Vermont. Departments of French, Spanish, and German.

Death: Dr. Juan A. Centeno—June 19, 1949.

Leave of Absence: Claude Bourcier—Professor—Director of Middlebury College, Graduate School in France (first semester). Werner Neuse—Professor—travel (first semester).

Millsaps College, Jackson, Mississippi. Department of Modern Languages.

Appointment: G. A. Harrer—Assistant Professor—from Chapel Hill, North Carolina.

University of Minnesota, Minneapolis, Minnesota. Department of Romance Languages.

Appointment: Thomas B. Irving—Assistant Professor—from University of Guatemala.

Leave of Absence: Emilio C. Le Fort—(Sabbatical 1948–1949). Walter T. Pattison—to Wisconsin (1948–1949).

Promotions: James A. Cúneo to Associate Professor. Guy Desgranges to Assistant Professor.

Raymond L. Grismer to Professor

Return from Leave: Emilio C. Le Fort. Walter T. Pattison—from Wisconsin.

University of Mississippi, University, Mississippi. Department of Modern Languages.

Appointment: Frank G. Halstead—Assistant Professor—from University of Richmond, Virginia.

Promotion: R. W. Tinsley to Professor.

Mount Holyoke, South Hadley, Massachusetts. Departments of French and German.

Appointments: Elizabeth L. Towle—Assistant Professor. Edith S. Rossas—Lecturer. Edith A. Runge—Assistant Professor—to Head of Department.

Death: Rachel Bepaloff—Associate Professor—April 6, 1949.

Leave of Absence: Melva Lind—Assistant Professor—Associate in Higher Education, A.A.U.W. Associate Professor Sell—research and travel (second semester 1948–49).

Promotion: Erika M. Meyer to Professor.

Return from leave: Ruth J. Dean—Associate Professor—from Guggenheim Fellowship.

University of New Hampshire, Durham, New Hampshire. Department of Languages.

Appointment: Arno Lepke—Assistant Professor—from Woodstock Country School.

Death: Assistant Professor James T. Schoolcraft—October 30, 1948.

Promotion: Ernest A. Boulay to Assistant Professor.

University of New Mexico, Albuquerque, New Mexico. Department of Modern Languages.

Appointment: Raymond MacCurdy—Associate Professor—from University of Georgia.

Promotions: Thelma Campbell to Assistant Professor. Rubén Cobos to Assistant Professor.

William F. De Jongh to Professor. Robert M. Duncan to Professor. Marshall Mason to Assistant Professor. Marie Pope Wallis to Assistant Professor.

Retirement: Clinton S. Koch—18 years of service.

New York University, University Heights, N. Y., N. Y. Department of Romance Languages.

Promotion: Richard A. Parker to Chairman of Department.

Northwestern University, Evanston, Illinois. Department of German.

Appointment: Charles E. Passage—Assistant Professor—from Harvard.

Oberlin College, Oberlin, Ohio. Department of Romance Languages.

Appointment: Augusto Centeno—Acting Associate Professor of Spanish—from University of Colorado.

Leave of Absence: Paul P. Rogers—research in Europe and Mexico (second term)

Promotions: Norman P. Sacks to Associate Professor. John C. Lapp to Associate Professor.

Ogelthorpe University, Georgia. French School.

Appointments: Georges May—Director. Jacques Fontanet—Assistant Director.

Ohio Northern University, Ada, Ohio. Department of Modern Languages.

Appointment: Fred H. Bamberger—Professor.

University of Oklahoma, Norman, Oklahoma. Department of Modern Languages.

Appointment: Lawrence Poston, Jr.—Chairman of Modern Languages (elected—4 years).

Leave of Absence: Frederick D. Eddy—study at University of Pennsylvania (continued).

Lowell Dunham—Professor—study at University of California (continued).

Oklahoma College for Women, Chickasha, Oklahoma. Department of French.

Appointment: Helen Rosemary Cole—Assistant Professor—from University of Iowa.

University of Omaha, Omaha, Nebraska. Department of Foreign Languages and Literatures.

Promotion: R. J. Maxwell to Assistant Professor.

University of Oregon, Eugene, Oregon. Department of Foreign Languages.

Appointments: Bernardo Gicobate—Assistant Professor—from Boston University, René L.

Picard—Assistant Professor—from Wayne University, William A. Roecker—Assistant Professor—from San Francisco City College.

Promotion: Frederick M. Combella to Associate Professor.

Resignation: Laurence Le Sage—Assistant Professor—to Pennsylvania State College.

Return from Leave: Christina Crane—Assistant Professor. Leavitt O. Wright—Professor.

College of the Ozarks, Clarksville, Arkansas. Department of Foreign Languages.

Appointment: Patty Petty—Assistant Professor.

University of Pennsylvania, Philadelphia, Pennsylvania. Department of Romance Languages.

Appointment: Joseph E. Gillet—Professor—from Bryn Mawr College.

Leave of Absence: William J. Roach—Professor—to France (on Guggenheim Fellowship).

Promotions: Robert K. Bishop to Assistant Professor. Arnold G. Reichenberger to Assistant Professor.

University of Portland, Portland, Oregon. Department of Foreign Languages.

Promotions: John C. Groeger to Assistant Professor. Robert J. Raitt to Assistant Professor.

Purdue University, Lafayette, Indiana. Department of French.

Promotions: Mario N. Pavia to Assistant Professor. S. Edgar Schmidt to Assistant Professor.

Queens College, Flushing, New York. Department of German.

Appointment: Herbert Steiner—Associate Professor (for one year)—from Pennsylvania State College.

Leave of Absence: Richard Alewyn—Professor—to teach at University of Cologne, Germany.

Randolph-Macon Woman's College, Lynchburg, Virginia. Department of Romance Languages.

Resignation: Ethel Winterfield Smith—Professor.

University of Richmond, Richmond, Virginia. Department of Modern Languages.

Appointment: S. T. Beasley—Professor—from Cornell.

Leave of Absence: N. W. Skinner—Assistant Professor—study at Ohio State.

Ripon College, Ripon, Wisconsin. Department of Romance Languages.

Promotion: William F. Bottiglia to Associate Professor.

Roanoke College, Salem, Virginia. Department of Modern Languages.

Appointment: Vincenza A. Mattiace—Assistant Professor—from William and Mary.

Promotion: Frank E. Snow to Head of Department and Professor.

San Francisco College for Women, San Francisco, California. Department of Modern Foreign Languages.

Appointment: Mother Mary Derham—Assistant Professor.

Simmons College, Boston, Massachusetts. Division of Language, Literature, and the Arts.

Leave of Absence: Edith Fishtine Helman—Professor—travel in Spain (sabbatical).

University of Southern California, Los Angeles, California. Department of Spanish and Portuguese.

Promotions: Dorothy McMahon to Assistant Professor. D. L. Bolinger to Professor.

Retirements: Antonio Heras—Professor—24 years of service.

Southern Methodist University, Dallas, Texas. Department of French.

Appointment: Robert W. Allen—Assistant Professor—from University of Paris.

Southwestern University, Memphis, Tennessee. Department of French and Spanish.

Leave of Absence: Robert L. Roussey—Assistant Professor—study at University of Illinois.

Promotions: Jared E. Wenger to Professor. Joe O. Embry to Professor.

Return from Leave: Gordon D. Southard—Assistant Professor—University of Chicago.

Stanford University, Stanford, California. Department of Germanic and Romanic Languages.

Promotions: Mary A. Williams to Assistant Professor. Christian Bourdery to Assistant Professor. Aurelio Espinosa Jr. to Associate Professor. Ronald Hilton to Professor.

Suffolk University, Boston, Massachusetts. Department of Modern Languages.

Appointments: George H. McKee—Associate Professor. Catherine Feher—Assistant Professor of French. A. Charles Keller—Visiting Assistant Professor of Modern Languages.

Sweet Briar College, Sweet Briar, Virginia. Department of Romance Languages.

Death: Hugh S. Worthington—April 12, 1949.

Return from leave: Cécile G. Johnson—Associate Professor—from the Sorbonne (sabbatical).

Syracuse University, Syracuse, New York. Department of Germanic Languages and Literatures.

Promotions: Katherine N. Delima to Assistant Professor. Henry J. Groen to Associate Professor.

University of Tennessee, Knoxville, Tennessee. Department of Germanic Languages.

Appointment: Reinhold H. Nordsieck—Professor and Head of Department—from Ohio State University.

Retirement: John L. Kind—Professor and Head of Department—21 years of service.

University of Texas, Austin, Texas. Departments of Romance Languages and German.

Leave of Absence: Robert T. Clark, Jr.—study (second semester).

Promotion: D. L. Hamilton to Professor.

Resignations: E. S. Villavaso—Professor—50 years of service. Patricia Drake—to Baylor University. E. D. Healy—to Louisiana State University.

Texas Agricultural and Mechanical College, College Station, Texas. Department of Modern Languages.

Promotions: Joseph Stadelmann to Associate Professor. J. A. Moore to Associate Professor. W. H. Rothrock to Assistant Professor. J. J. Woolket to Head of Department.

Texas Christian University, Fort Worth, Texas. Department of Foreign Languages.

Appointments: Irene Huber—Associate Professor of German—from Sweet Briar. Frances Watley—Assistant Professor of Spanish—from Doan College.

Promotion: Wheeler Hawley to Associate Professor of French.

Return from Leave: Bitu May Hall—Assistant Professor of French—from study.

Tulane University, New Orleans, Louisiana. Department of French.

Promotions: Charles I. Silin to Chairman of Modern Foreign Language Department. William S. Woods to Associate Professor.

Union College, Schenectady, New York. Department of Modern Languages.

Appointment: Stanley F. Johnson—Assistant Professor of German—from Syracuse.

Promotion: S. Paul Jones to Associate Professor.

Resignations: N. A. Bennetton—to England. Robert J. Hicks—to UCLA.

University of Utah, Salt Lake City, Utah. Department of Modern Languages.

Resignation: Marc Chadourne.

Vassar College, Poughkeepsie, New York. Department of French.

Resignation: Christiane Bresson Berkowe—Assistant Professor—continue research.

Retirement: Marie H  lo Le Lavandier—31 years of service.

Return from Leave: Ruth Venable—Associate Professor—from study in Paris.

Virginia Military Institute, Lexington, Virginia. Department of German.

Resignation: Norman H. Binger—Assistant Professor.

Return from Leave: Albert L. Lancaster—Assistant Professor.

Wake Forest College, Wake Forest, North Carolina. Department of Romance Languages.

Appointment: Robert B. Johnson—Assistant Professor—from University of Wisconsin.

Washburn University, Topeka, Kansas. Department of Modern Languages.

Leave of Absence: Vernon French—Assistant Professor—travel and study in France.

Washington State College, Pullman, Washington. Department of Foreign Languages.

Death: J. Horace Nunemaker—Professor—June 24, 1949.

Promotion: Albert W. Thompson to Chairman of Department.

Retirement: Margarete M. Meinhardt—Assistant Professor of German—37 years of service.

Washington College, Chestertown, Maryland. Department of Modern Language.

Appointment: Corniac G. Cappon—Assistant Professor—from Rochester, New York.

Resignation: David Tatem—graduate work.

Washington University, St. Louis, Missouri. Department of German.

Promotion: Liselotte Dieckmann—to Assistant Professor.

Resignation: Winfred Lehmann—Assistant Professor—to University of Texas.

Wellesley College, Wellesley, Massachusetts. Department of French.

Appointment: Pierre Emmanuel—Mary Whiting Calkins Professorship.

Leave of Absence: René de Messieres—conseiller culturel at New York.

Promotions: Dorothy Warner Denmo to Professor. Marie Antoinette Quarre to Assistant Professor.

Resignations: Jacqueline Maumon. Raymond Richard.

West Virginia University, Morgantown, West Virginia. Department of German.

Promotions: Victor J. Lemke to Associate Professor and Head of Department. Robert S. Stilwell to Assistant Professor.

Wheaton College, Norton, Massachusetts. Department of Romance Languages.

Leave of Absence: E. Dorothy Littlefield—Professor—research (sabbatical).

Promotions: Lee Mandell to Acting Head of Department and Associate Professor. Frances Burlingame to Associate Professor of Spanish.

Wilson College, Chambersburg, Pennsylvania. Department of French.

Appointment: Constance Hampl—Assistant Professor—from Carleton College.

Promotion: Ella B. Dohrman to Assistant Professor.

Resignation: Margaret MacDougall—study in France.

University of Wisconsin, Madison, Wisconsin. Departments of French and Italian, and Spanish, and Portuguese.

Death: Professor F. D. Cheydleur—June 11, 1949.

Leave of Absence: Julian Harris—Professor—(Sabbatical). José Antonio Portuondo—Assistant Professor—research on Guggenheim Fellowship.

Promotions: William T. Bandy to Professor. Karl G. Bottke to Associate Professor. J. E. Tucker to Associate Professor. Joseph Palmeri to Associate Professor.

Retirements: C. F. Gillen—Associate Professor Emeritus—31 years of service. J. L. Russo—Professor Emeritus—25 years of service.

College of Wooster, Wooster, Ohio. Department of French.

Appointment: Frances Guille—Assistant Professor—from Paris.

Resignation: Pierre Jaccard—Visiting Lecturer.

#### ADDENDA

Baldwin-Wallace College, Berea, Ohio. Department of Modern Languages.

Return from leave: J. R. Sinnema from University of Cincinnati.

University of Buffalo, Buffalo, New York. Department of Romance Languages.

Appointments: Olga P. Ferrer—Visiting Associate Professor from Spain and France.

Colby College, Waterville, Maine. Department of Modern Languages.

Resignations: Margaret L. Buchner—Assistant Professor.

University of Colorado, Boulder, Colorado. Department of Modern Languages and Literatures.

Appointments: José de Onís—Associate Professor from Connecticut College.

Connecticut College, New London, Connecticut. Department of French and Italian.

Appointments: Dr. Maria Koske—Assistant Professor in French.

Leave of Absence: C. L. Ernst—Professor—first semester 1948-1949. Marion Monago—Associate Professor—1948-1949.

- Promotions: Malcolm Jones to Associate Professor.  
Resignations: Solange Grassin.  
Return from leave: Marion Monago—Associate Professor—from Paris.
- University of Denver, Denver, Colorado. Department of Modern Languages.  
Resignations: José A. Moreno—Professor.  
Retirements: Camille E. Werling—Professor—23 years of service.
- Elon College, Elon, North Carolina. Department of Modern Languages.  
Appointments: Mrs. Pearl MacDonald—Associate Professor Konstantinas Avizonis—Assistant Professor from Lithuania.  
Resignations: Dr. and Mrs. H. E. Hirsch.
- College of Emporia, Emporia, Kansas. Department of Modern Foreign Languages.  
Appointments: Mari Louise Huth—Associate Professor from Lebanon Valley College, Pennsylvania.  
Promotions: Belle Gleasman to Assistant Professor.
- Franklin College, Franklin, Indiana. Department of Modern Languages.  
Appointments: Elsa Hertel—Associate Professor of German.  
Promotions: Charlotte Overstreet to Assistant Professor of Spanish.
- Grove City College, Grove City, Pennsylvania. Department of Modern Languages.  
Appointments: Elmer W. Weitz—Associate Professor of German.
- University of Houston, Houston, Texas. Departments of German and French.  
Appointments: John M. Skrivanck—Assistant Professor of Slavonic Languages.  
Promotions: Mrs. Elizabeth Brandon to Assistant Professor of French, Louis Kestenberg to Professor of German.
- Indiana University, Bloomington, Indiana. Department of French and Italian.  
Appointments: A. Lytton Sells—Professor from Durham, England.  
Return from leave: Marion E. Porter—Assistant Professor—from Military service.
- State University of Iowa, Iowa City, Iowa. Department of Romance Languages.  
Promotions: Alexandre Aspel to Associate Professor.
- University of Kentucky, Lexington, Kentucky. Department of Romance Languages.  
Leave of Absence: Hobart Ryland—study in Paris.  
Promotions: J. E. Hernandez to Acting Head for 1949-1950.
- La Verne College, La Verne, California. Department of Modern Languages.  
Promotion: Norman Curtis Wood to Assistant Professor.
- Lincoln Memorial University, Harrogate, Tennessee. Department of Foreign Languages.  
Appointments: Mrs. Marie Guillard Meek—Assistant Professor.
- Manchester College, North Manchester, Indiana. Department of Modern Languages.



Appointments: Arthur E. Hoffman—Assistant Professor of German from University of Illinois.

Resignations: Mary Lou Mills—Assistant Professor of German.

Miami University, Oxford, Ohio. Departments of Romanic Languages and German.

Promotions: Harry J. Russell to Professor. Charles Bangert to Assistant Professor.

University of Michigan, Ann Arbor, Michigan. Departments of Romance Languages and German.

Appointments: Robert J. Niess—Associate Professor from Harvard. Francis A. Brown—Assistant Professor from UCLA.

Deaths: Warner F. Patterson—Associate Professor—February 5, 1949. John W. Eaton—Professor—December 26, 1948.

Leave of Absence: Marc Denkinger—Assistant Professor—Research.

Promotions: N. S. Bement to Associate Professor. Frank X. Braun to Assistant Professor. C. N. Staubach to Associate Professor.

Retirements: Phillip E. Bursley—Assistant Professor—41 years of service. Wm. A. McLaughlin—Associate Professor—44 years of service. Rene Talamon—Associate Professor—40 years of service.

Return from leave: Irving A. Leonard—Professor—from Mexico.

Mississippi State College, State College, Mississippi. Department of Modern Languages.

Appointments: Calvin A. Claudel—Assistant Professor from University of Arizona.

Resignations: C. L. Pell—to Mississippi Southern College.

Northwestern University, Evanston, Illinois. Department of Romance Languages.

Appointments: Bernard Weinberg—Associate Professor—from Washington University, St. Louis.

Resignations: Alphonse Favreau—Assistant Professor.

Retirements: Ethel Vaughan—Assistant Professor—25 years of service.

Ohio State University, Columbus, Ohio. Department of Romance Languages.

Appointments: James Doolittle—Assistant Professor from Princeton University. Georgette Monnot—Visiting Professor from the Institut de Phonetique of the University of Paris.

Leave of Absence: Charles Carlut—Assistant Professor—one year for research.

Claude A. Strauss—Assistant Professor—one year as Visiting Professor, Brandeis University, Waltham, Mass.

Return from leave: Gabriel Pradal—Assistant Professor—from a six month leave in France.

Ohio University, Athens, Ohio. Department of German.

Promotions: Mrs. Tekla M. Hammer to Assistant Professor.

Resignations: Guenter G. Schmalz—for graduate study.

University of Oklahoma, Norman, Oklahoma. Department of Modern Languages.

Return from leave: Della Brunsteter Owl—Assistant Professor

Parsons College, Fairfield, Iowa. Department of Modern Languages.

Promotions: William Jefferson Dennis to Professor of Spanish.

Pennsylvania State College, State College, Pennsylvania. Department of Romance Languages.

Appointments: Laurence Lesage—Associate Professor from University of Oregon.

Leave of Absence: Erich Auerbach—Professor—spend year at Princeton.

University of Pittsburgh, Pittsburgh, Pennsylvania. Department of Modern Languages.

Appointments: Elizabeth Waelti—Assistant Professor from University of Geneva, Switzerland.

Rockford College, Rockford, Illinois. Department of French.

Leave of Absence: Julia D. Ingersoll—Professor study in France (2nd semester 1949–1950).

Tufts College, Medford, Massachusetts. Department of Romance Languages.

Promotions: Elliott King Shapira to Assistant Professor.

Resignations: W. Grayson Birch—Assistant Professor.

Tulane University, New Orleans, Louisiana. Department of German.

Promotions: U. E. Fehlau to Head of Department.

Resignations: Frank Wood—to University of Minnesota.

University of Utah, Salt Lake City, Utah. Department of Modern Languages.

Leave of Absence: Horace Jacobs—further study.

Westminster College, Fulton, Missouri. Department of Romance Languages.

Appointments: Esteban Vargas—Associate Professor from St. Louis University.

Whitman College, Walla Walla, Washington. Department of Modern Languages.

Promotions: Lawrence H. Bussard to Professor. Fredric F. Santler to Professor.

Yale University, New Haven, Connecticut. Department of French.

Leave of Absence: Raymond T. Hill—Associate Professor—(2nd term 1949–1950). Philip A. Wadsworth—Assistant Professor—research.

Retirements: Joseph Seronde—Professor.

Return from leave: Henri Peyre—Professor from France. Theodore Anderson—Associate Professor from France. Kenneth Cornell—Assistant Professor from France.

#### ADDENDA\*

Agnes Scott College, Decatur, Georgia. Department of French.

Appointments: Elizabeth Barineau—Assistant Professor—Transferred from Spanish Department.

Promotions: Margaret T. Thythian to Professor.

Retirements: Lucile Alexander (Professor)—45 years of service.

\* These items were received between September 12 and September 24.

Georgia School of Technology, Atlanta, Georgia. Department of Modern Languages.

Promotions: George F. Walker to Associate Professor.

Return from leave: M. Gordon Brown from South America.

Lawrence College, Appleton, Wisconsin. Department of French.

Promotions: James Purdy to Assistant Professor.

Retirements: Louis C. Baker—35 years of service.

New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico.

Department of Foreign Languages.

Appointment: Jacob Ornstein—Assistant Professor—from Waldorf College.

Princeton University, Princeton, New Jersey. Department of Modern Languages.

Appointments: Francis Fergusson—Associate Professor—from Institute for Advanced Study. Vicente Llorens—Associate Professor—from Johns Hopkins.

Leave of absence: Walter Silz—Professor—Research. Alfred Foulet—Associate Professor—Research. E. Borgerhoff—Associate Professor—Research.

Resignations: Lawrence Levensgood—Assistant Professor—Health.

Promotions: Bernhard Ulmer—to Associate Professor.

Return from leave: Blanchard Bates—Assistant Professor from France.

University of Washington, Seattle, Washington. Department of Romance Languages.

Appointments: Jean Guiguet—Assistant Professor—from Kenyon College.

Aníbal Vargas Barón—Associate Professor—from Univ. of Oregon. José Sanchez Trincado—Lecturer—from Ed. of Cultura, Caracas.

Leave of Absence: Carlos García Prada—Sabbatical; for writing and travel to Latin America.

Retirements: George Wallace Umphrey—38 years of service.

Western Maryland College, Westminster, Maryland. Department of Modern Languages.

Promotions: Kathryn B. Hildebran to Professor and Head of Department of Modern Languages.

Resignations: Elizabeth Litzinger—to enter high school teaching.

University of Wisconsin, Madison, Wisconsin. Department of German.

Promotions: Gausewitz, Walter to Professor. Joos, Martin to Professor. Workman, John D. to Professor.

Compiled by WM. MARION MILLER

## Reviews

AASTA STENE, *English Loan-Words in Modern Norwegian. A Study of Linguistic Borrowing in the Process*. Published for the Philological Society by Oxford University Press, London, and Johan Grundt Tanum, Oslo [1945]. Pp. xvi, 222.

This is a very spirited study of an interesting subject, done with a complete mastery of the English and the Norwegian phonological systems, and—what proves more important—with a thorough knowledge of the systems of pronunciations in use in Norwegian public schools since English was introduced on their curriculum in 1869.

Numerically—in the words of Miss Stene—the body of English loan-words in Norwegian is not impressive: this study contains a vocabulary of ca. 530 words, a little more than the amount of Latin words adopted into English before the end of the Old English period. Miss Stene gives them with a meticulous listing of their variant pronunciations, with English translation (usually not needed, because the meaning is unchanged), and with Norwegian examples, short sentences, to show them in their new element. One might criticize the fact, that these samples are usually made up by herself, but, since this is a study in present borrowing (and not of a bygone age) that criticism loses point.

As far as the meaning is concerned, Miss Stene classifies the words under the following ten headings: I. Sports and Games, II. Transport, Travel, and Holidaymaking, III. The Sea, Ships, and Sailors, IV. Trade, V. Dress, Fashions, Personal Appearance, VI. Food, Drink, Hospitality, VII. Culture, VIII. Religion, IX. Politics, and X. Society.

More than 20% of the words belong to the first group. The words connected with the sea are of two types, professional words, like *crew*, *cargo*, and sailors' slang, and though this slang has not spread much outside the circle of sailors, it is interesting as representing the oldest group of English loan-words in Norwegian, most of them as old as the nineteenth century. The rest of the loan-words belong mainly to the twentieth century, mostly to the period between the great wars.

The great bulk of English loan-words in Norwegian was introduced, as Miss Stene shows so beautifully, by people who had got their education in the public school system after 1869, and were thus able to read books and news-papers in English, and borrow the words with their peculiar public school pronunciation. There were two periods discernible by different methods of pronunciation, the one before, the other after the introduction of phonetic methods into the public schools near 1880. The earlier scholars would pronounce *baby*, *love*, *smart* [be:bi, löv, smahrt], the phoneticians of a later day would try to pronounce [be:bi, lav and sma:\*t] as well as they could. Both pronunciations are, of course, found in the loan-words.

In this connection I might mention that the Icelandic textbook from which I learned English did have the pronunciations [be:bi, lövv, smart]. It was written by a man, G. T. Zoega, who had finished his studies in Copenhagen in 1883 (he studied originally classical languages and history). But though my teachers were both students of the famous scholar Jespersen, and though they naturally had a much superior training, I do not think that they made much headway against the common pronunciations [löv and smart]. I have only heard one old Icelandic scholar use the pronunciation in [be:bi], though not in that word, but in pronouncing the letter *a*. But I have heard several Swedes use it.

This short excursion shows of what value Miss Stene's book will be to other Scandinavian students who might want to study English loan-words in their respective languages: she has indeed smoothed the way in a remarkable fashion for every one who wants to take up such a study. But she has also set the machinery in motion for further study of English influence in

her native Norwegian. As she says in the preface: "I little imagined that in the period between writing (1939) and publication (1945), the book should become a document of a departed age, depicting conditions which can no more be observed and described. It is curious to feel that I captured the closing phase of a long development, as it were, at the last minute, before great changes took place, which are sure to have profound effects on the sociological backgrounds of language influence. The field is now new. The scholar who intends to describe the next phase should get to work."

She is of course here referring to the very intensified influence that English must have exerted on the Norwegians at war in closest co-operation with the Anglo-Saxon peoples, many of them in exile among the English. This big group would have quite a different approach to English and its pronunciation than the home-educated Norwegians between the two wars. And they would be likely to introduce many more loan-words.

STEFÁN EINARSSON

*The John Hopkins University*

*Albert Schweitzers Leben und Denken.* Selections chosen from the autobiographical writings of the author and edited by Kurt Bergel. Henry Holt and Company, New York, 1949. Pp. xviii+103 and vocabulary. Price, \$1.90.

Albert Schweitzer (born 1875 in Alsace) had built for himself a variety of attentive "audiences" as a preacher, a university professor, a musician and an author when suddenly, at the age of thirty, he decided to take up medicine to prepare for his real life work. In 1913, his medical training finished, Schweitzer set out for Equatorial Africa to become a doctor in the jungle. In the intervening years he has acquired, through the power of his example, a much more unified and much more significant "audience" all over the world than he had ever had in the days when he was "only" lecturing, writing and playing the organ.

Today, biographers and interpreters speak of him as a "Prophet in the Wilderness," a "Christian Revolutionary," a "Lighthouse in the Dark," an "Olympian," "The Greatest Living European," a "Mental, Physical and Spiritual Giant." In this year of 1949, it should be especially noted that Schweitzer is also one of the most original and penetrating interpreters of Goethe as he has shown in his two addresses on Goethe of 1928 and 1932 (both now available in English). If one is willing to accept Schweitzer's beautifully clear and simple explanation of the phenomenon Goethe, one can indeed call him the purest exemplification of the "Goethesche Mensch." It is therefore doubly gratifying to his many admirers among American pedagogues that this year a text by Schweitzer has become available that may well serve to bring him close to those who should know about him—American youth. No book could be better suited for this task than one telling of Schweitzer's life and work, and nobody is better suited to do this than Schweitzer himself.

In *Schweitzers Leben und Denken*, Kurt Bergel presents, on 98 pages of actual German text, the bulk of Schweitzer's *Aus meiner Kindheit und Jugendzeit*, and selections from his *Mitteilungen aus Lambarene, zwischen Wasser und Urwald*, *Aus meinem Leben und Denken*, and *Afrikanische Geschichten*. Bergel has rearranged some of the episodes and reflections of the memoirs of childhood and youth so as to fit them into the chapters of his edition, and he has done so with skill and taste. (If it is permissible to mention similarity of intent and procedure as a criterion for the quality of the selection, this reviewer would like to add that he used, coincidentally and without any knowledge of Bergel's plan, almost exactly the same passages from the various autobiographical writings in a German course taught a year ago.) Possibly, a few more pages about Schweitzer's work and experiences in Africa (Chapter VII) would not have been too much, and the omission of a few pages at the end of chapter IV (*Auf dem Wege zur eigenen Weltanschauung*) might well be justified.

Schweitzer is not a brilliant stylist, and the events of his youth and later life are rarely

thrilling experiences in the sense of suspense-reading; but they are rich in human interest. What makes them important and what makes Schweitzer's prose beautiful, in spite of its homeliness, is the sincerity and modesty with which his thoughts and experiences are told. Anyone teaching German with the aid of this Schweitzer text should at least have "felt a breath of his spirit." Whoever has met Schweitzer, whether personally or through his books, can never lose this companionship, because there just cannot be a passing acquaintance with him. Bergel has known Schweitzer for more than twenty years; he is well equipped for the task he undertook. For the interested teacher and, it is to be hoped, for the very interested student, Bergel has furnished a concise, penetrating seven page introduction to Schweitzer's ideas and ideals. Yet, the main trend of his ideas will be found in the text itself, that is, in his life.

Bergel is to be congratulated for not having burdened this textbook with questions and exercises or more than a minimum of notes. Any teacher with a spark of ingenuity and initiative will find a wealth of material in the book. Many sections, by their anecdotal character, lend themselves quite naturally to discussions, questions and digressions on the instructor's part into such varied fields as the school system in Germany, university life, architecture, Catholic and Protestant liturgy, music, newspapers, polygamy, tropical sicknesses—to mention just a few.

The publisher advertises the book as one with a "mature" content and one would like to say that it is indeed a text for the mature were it not for Schweitzer's outspoken dislike of the word. "Der Ausdruck 'reif' auf den Menschen angewandt war und ist mir noch immer etwas Unheimliches . . . Was wir gewöhnlich als Reife an einem Menschen zu sehen bekommen, ist eine resignierte Vernünftigkeit" (p. 37). Schweitzer says in this connection: "Die Macht des Ideals ist unberechenbar" (p. 38). To help keep ideals alive, to instill ideals, this book should serve excellently, far beyond its primary aim—the teaching of German—it also teaches a lesson in the universal language of goodness.

HANS HAINEBACH

*Union College  
Schenectady, N. Y.*

PARREAU, ANDRÉ, *A Complete French Course*. Publications Françaises, 51, rue d'Anjou, Paris, 1948, pp. 438.

This grammar, written by an Agrégé de l'Université, who served with the British Army during the war, is divided into two general sections: *accidence* and *syntax*. These two sections include forty-nine lessons, which, to quote the words of the author in the introduction, attempt to present a complete outline of French grammar, with all the rules necessary to learn to speak and write French correctly. There is also a short section on phonetics with very practical instructions on French pronunciation, reading and translation exercises, and at the end, selections from French prose and poetry taken from masterpieces of French Literature by Voltaire, Beaumarchais, De Vigny, Verlaine, Eluard, Aragon, and others.

In general the grammar is very skillfully presented. One notices, however, a certain lack of clarity in the explanation of the *partitive* construction. This explanation is given in the third and later in the thirty-second lesson under the heading of various uses of the preposition "de". It would seem that the importance of this construction in everyday speech, and also the variation between French and English usage, would merit an important place in one of the lessons where all the rules for the *partitive* would be considered at the same time. A similar remark could well be made regarding the treatment of the gender of nouns. After having stated in the first lesson that there is no explanation for the fact that the word "fleur" is feminine (which is not exactly true), and that the gender of a noun depends almost always on usage, M. Parreau, in the thirtieth lesson where he deals more fully with the subject, gives extremely detailed explanations regarding the matter. On the other hand, there are several praiseworthy chapters, particularly the forty-sixth lesson on the infinitive. The section on phonetics is also very well presented.



The book is not too well printed, and there are several typographical errors in the text. However, a "list of errata" has been inserted in the front cover. Here and there, the style and orthography appear more English than American, as for example, the translation of the word "pneu," which M. Parreaux gives as "tyre."

This grammar can serve usefully as a text in an American college for first-year or even second-year French, and it would be of particular value to anyone studying French independently.

LEO O. FORKEY

*Johns Hopkins University*

LÓPEZ Y FUENTES, GREGORIO, *Entresuelo*. Ediciones Botas, Mexico, 1948, (paper), pp. 268.

If *Entresuelo*, the 1948 novel by López y Fuentes, fails to convey the sense of satisfying validity and artistic unity of *El Indio*, this lack may be due to the greater complexity of the theme: the faltering emergence of the middle class toward self-realization.

The simple narrative relates how the Doblado family, long tenants of a large house in the old section of Mexico City, are forced to vacate. They take an apartment, modern, spacious, but an "entresuelo" between the shops of the street level and the owner's luxurious quarters above, a situation which forces the occupants to look either up or down. The daughter looks up and falls in love with the landlord's son; her brother looks down to bestow his affections on the shallow daughter of the shopkeeper below. Both react to the inevitable disillusion by retreat, the son emigrating to the United States, and the daughter marrying an imbecile remnant of the decaying aristocracy. Doblado, never quite equal to the strains of competitive existence, succumbs, leaving his wife Felicitas to penury.

But *Entresuelo* has an added significance. It portrays the anomalous position of the middle class, arrived by groping and bungling at an unstable and impermanent equilibrium from which it must either rise or fall. However, lacking clear-sighted direction toward accepted goals, it finds its progress impeded by the tendency of its youth to evade responsibility by emigration or by losing its identity among decadent reactionary elements.

Viewed purely as an artistic creation, the novel achieves the first requisite of a literary masterpiece, the convincing delineation of the principal characters. Félix, the wife, of humble origin and conscious of a certain inferiority to her husband, fulfills her womanly function of strengthening her spouse's confidence and understanding her children, and so maintains a respected role of wife and mother. Doblado, forced into situations for which he is ill equipped, capable of dramatizing but not of excusing his failures, retains his essential honesty in facing reality and acknowledging his motives. The children, genuinely disinterested but inexperienced are betrayed by the unworthy objects of their trust.

The work suffers from two fundamental defects. First, its motivation is pure fatalism and its development a series of capitulations to *la fuerza del destino*. The characters seldom instigate the action. Doblado, ambiguous of fortune as of name, would have preferred to remain in the country, but yielded to his father's ambition to better his condition. The very change of address which set the tragedy in motion was the result of circumstances, not the decision of the Doblados. Second, the catastrophe is not the evident consequence of any character trait of the persons involved. There is revealed no quality in the parents or in the home environment or even in the early representation of the children themselves which would justify the callousness of the offspring, of the son who writes only once, and of the daughter who never communicates with her family at all after her lavish marriage, and who remains oblivious of the death of her father and the poverty of her mother.

Minor flaws are the too frequent interruptions for lengthy exposition, and the too obvious efforts to enliven the monotony by humor (for example, the incident of the young lady who seeks beauty through the absorption of amoebas, and the trite distinction between a lady and a diplomat).

However, the excellence of the book far outweighs its occasional faults. Chief among its merits are the masterly blending of unobtrusive symbolism with objective narrative, the restraint and good taste of the style, and the dignity and integrity of the characterizations. Final judgment must welcome *Entresuelo* as a worthy addition to the sincere and unsensational social novels by a distinguished author. Perhaps its suggestive title may justify anticipation of a sequel.

LURLINE V. SIMPSON

University of Washington  
Seattle, Washington

WILLIAMSON, RENÉ DE VISMÉ, *Culture and Policy—The United States and the Hispanic World*. University of Tennessee Press, Knoxville, 1949, pp. xii+66. Price \$2.00.

"Dr. Williamson gives us in his monograph the essence of many books but he does not bother us with the dozens of citations that would serve only to break the train of our thoughts. He might, for example, have brought as star witnesses to prove the truth of his statements: Barrow's *Bible in Spain*, Havelock Ellis' *The Soul of Spain* or Walter Starkie's *Spanish Raggle Taggle*, to mention only three works of men who knew Spain and Spanish psychology well."

The above paragraph quoted from the publisher's announcement may seem at first reading a bit over enthusiastic. We feel, however, after carefully re-reading *Culture and Policy*, that this paragraph tells the truth about Professor Williamson's contribution. We invite careful students of Spain and the Spaniard to follow step by step the reasoning that has led the author to his conclusions.

We language teachers are prone to think that an understanding of the language is sufficient for an understanding of the character of a people. We need to be convinced that there are other things that help us gain a better understanding.

Professor Williamson, who knows Spanish, as well as two or three other modern foreign languages, would not discount the importance of a thorough knowledge of the written and spoken word, but he sees and points out for us other important steps to the comprehension of the Spaniard or the Spanish American.

It seems to us that anyone who is conscientiously trying to improve his ability to penetrate the Spanish character ought to have and to consult frequently this study, *Culture and Policy*. Classes in *Spanish and Spanish American Civilization* could well use *Culture and Policy* as one of the basic texts.

Dr. Williamson and the University of Tennessee Press are to be congratulated.

JAMES O. SWAIN

University of Tennessee

DENŒU, FRANÇOIS, *Petit Miroir de la Civilisation Française*, revised edition. D. C. Heath, Boston, 1949, pp. xiv+410: text, pp. 1-349, vocabulary, 351-392, index, 393-410. Price \$2.40.

This mirror is made of seven panels, subdivided into chapters whose numbers vary from 2 to 16. The titles of the Seven sections are:

Première Partie: GEOGRAPHIE DE LA FRANCE

Deuxième Partie: HISTOIRE DE FRANCE

Troisième Partie: ADMINISTRATION DE LA FRANCE ET DE L'UNION FRANÇAISE

Quatrième Partie: PARIS

Cinquième Partie: LA LITTÉRATURE FRANÇAISE

Sixième Partie: LES ARTS ET LES SCIENCES

Septième Partie: L'ÉDUCATION NATIONALE, LES FRANÇAIS, LA VIE FRANÇAISE.

There are 149 illustrations scattered through the text; on the fly-leaves are an illustrated map of France and a pictorial map of Paris.

The publisher's advertisement refers to this book as "a small compact encyclopedia of information"; yet the author is right when he says in the foreword that it is not—emphatically not—"a catalogue of dry facts, statistics, and dates." It is full of information given at a rapid-fire pace well fitted to the minds of young adult readers of our times.

Let's consider geography for instance; the author never forgets that his topic is geography, but the rivers flow through human landscapes, where the student sees châteaux, shipbuiding yards, meets Joan of Arc, Henry the Fourth and d'Artagnan, watches loaded barges go by. In literature, a poem, the analysis of a play; a short story; a novel will give the student something to be remembered of the very creative ability of the writer he meets, for the first time in most cases. Anyone who reads the book, in fact, will glean here and there a piece of information which he had never known before, see an illustration of which he was totally ignorant.

In such "an easy, flowing style" to quote the publisher again, there are bound to be some inaccuracies; they seem, however, to be reduced to a minimum. Page 61, 1.11, we read: "Quel mélange (mixture) de races! Vous comprenez maintenant pourquoi la nation française est plus hétérogène qu'aucune autre en Europe"; but on page 341, "la race française" est devenue "un mélange (blending) maintenant homogène, de bien des peuples." It took just 280 pages and a few centuries to fuse the "mixture" into a "blending," which is after all very accurate. (Difficult words are given in English in the text.)

There are times when one does not quite agree with the author; times when one thinks that he stressed an irrelevant detail perhaps, or omitted a salient fact worthy of recognition; these are rare occurrences. The general impression is decidedly that he has been successful in avoiding unnecessary boasting or distortion of facts, that he has done the utmost to keep the student interested.

What about vocabulary? The number and variety of words, the richness of descriptive sentences frightened the reviewer; not so one of her best second-year college students. "I like the book," he said; "it gives you plenty of good information." And that's that. It should be added also that each chapter ends with about a dozen challenging, topical questions which help considerably in bringing out some definite points of interest. The footnotes are good.\*

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\* The following footnotes arouse the curiosity of the reader without giving sufficient information:

p. 111—Voir La Vierge aux Yeux de Feu, par François Dencœu.

p. 147—Voir Beau-Poil au Maroc, par François Dencœu.

HENDRIX, WILLIAM S., AND MEIDEN, WALTER, *Beginning French. A Cultural Approach*. Houghton Mifflin Company, New York, 1948, pp. xxvii+489. Price, \$3.00.

This revision of a well-known text appears opportunely at a time when the emphasis on terminal or functional values makes it imperative that textbooks deal from the start with subject matter of real content value, and when the great emphasis in modern-language teaching is on the oral phase—at least in the beginning of the course.

The purpose of this revised edition remains the same as that of the original: to present "sufficient vocabulary, syntactical material, and grammar for a first-year college course or for the first two years of high-school work." Likewise unchanged is the "reader-conversation-grammar" principle whereby primary emphasis is placed on whole units of foreign text, permitting inductive study of grammar when the need arises, for functional purposes. The basic elements of French grammar are all introduced in the first 50 lessons; the salient topics of French grammar are renewed in Lessons 51-60. At the end of each tenth lesson are supple-

mentary exercises which afford the student practice in mastering French for *communicative* purposes and which are strictly functional, i.e., most ideally designed to practice the particular skill desired. Also there are many new exercises of the ASTP type which ask the student to express questions of his own in French. The book concludes with the usual two vocabularies and index. The French-English vocabulary (over 2700 entries) has the phonetic transcriptions of the words listed. Mention should be made that each lesson begins with one or two paragraphs designed to embody in informal, informational context the new linguistic principles of the lesson. By the use of analysis and inference the student, under the guidance of the teacher, can early learn to formulate for himself the simpler forms and patterns of the language as well as to derive, through the same processes, the new vocabulary. Following the *lectures* are the exercises which are the most traditional feature of the lessons: questions to be answered in French, fill-ins, mutations, and substitutions.

The cultural end is emphasized, and the drudgery of the traditionally sanctified grammatical approach is replaced with reading for comprehension, songs, and cultural appreciation. The reading material offers to give the student a knowledge of the geography of France, a bird's-eye view of French history from the seventeenth century on, an insight into the political, commercial, and industrial relations, an understanding of the ideals of France, and an appreciation of the contributions of the French people in the various fields of human endeavor.

Not the least of the text's good qualities are the numerous excellent photographs, many of them a full page in size, which show typical scenes of the daily life of the people of France and which in themselves would make the student prize the book. We witness café scenes, famous buildings, and people engaged in daily activities. There are twenty maps of Europe, France, and the New World.

The book is attractive in appearance, the binding is firm, the type is clear and neat. On the whole, the proofreading has been carefully done. I have found these errors: a typographical error in the translation of *le produit* (page 42); *coluoir* for *couloir* (page 147); a period missing after *édifice* (page 155, line 1).

On the negative side it may be said that a great proportion of the questions in the *questionnaire* may be answered by the mere repetition of the question itself, or by *yes* or *no*. This is the case not only in the first 10 lessons, as one might expect, but also in the later lessons, such as in Lesson 13, where out of 17 questions, 8 are of that kind.

This is only a minor criticism. Obviously the *raison d'être* for the text is pedagogically sound. Language is integrated with culture, one reinforces the other, and neither is slighted or sacrificed. The outcome is commendable not only in terms of ability in language and information but also in terms of student interest.

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